

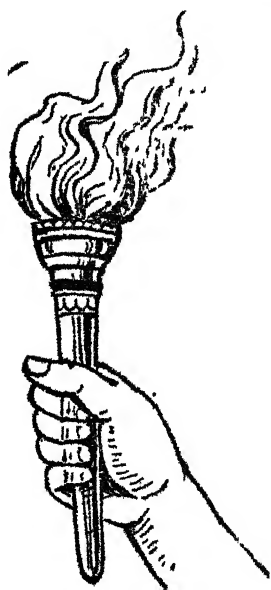


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No. 10

# THE INDIAN JOURNAL OF EDUCATION

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The Editors will be glad to receive contributions on all matters educational and particularly invite for publication (a) authoritative articles on educational topics; (b) short articles dealing with educational research; (c) accounts of educational experiments; (d) articles containing statistics and their application to the solution of educational problems; (e) short notices of original works; (f) news of interest to educational workers.

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# Indian Journal of Education

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## THE UNEMPLOYMENT PROBLEM AND THE RESPONSIBILITIES OF YOUNG MEN IN INDIA

BY

The Hon'ble MR. C. J. VARKEY, M.A., M.L.A.,

*Minister of Education, Government of Madras.*

*(Extracts from the Convocation Address of Madras University.)*

### **Problem of Unemployment.**

The Battle of Life is bad enough for all, but it is worse for the graduates that enter upon it during these years, and the main reason thereof is the problem of educated unemployment. The problem had not attained its present dimensions or intensity when I left the University twenty-five years ago. There was then a certain amount of correlations between the supply and the demand; but today the supply exceeds the demand a hundred-fold in every walk of life, in every branch of public service and in every department of business, so much so not only has the market value of a degree or a diploma considerably gone down, but there is not an adequate demand even for a supply at a much lower price. The graduates of today cannot, therefore, enter the world of life with any confident outlook, and the problem is engaging the serious attention of both Governments and Universities. The problem has assumed such importance today that I may be excused if I venture to devote a few minutes for its examination, particularly to examine two questions—*viz.*, on whom should the blame rest? and how should we remedy the evil or solve the problem?

Is the University responsible for the alarming proportions the problem has assumed in our Province? No, I will not throw the blame on the University. The aim of a University is



spread of intellectual and social culture, imparting to those who seek entrance into it mental discipline and social spirit that are highly necessary for anyone who seeks success in life, whatever be the service or activity in which he may engage himself. Like a Temple of Knowledge, the doors of the University are to be kept wide open to admit within it everyone eligible for admission therein, without distinctions of sex or caste or creed or colour. Whether all those going out of its portals will derive adequate material advantages as a result of the stamp of mental and social culture imprinted on their minds and hearts, is no concern of the University. Because there is likely to be a larger supply of graduates than the world could consume, is the University to shut its doors against the devotees of knowledge and culture that knock at its doors? The duty of the University is to supply the country with men and women of culture as leaders of thought and action, to gather under its wings men and women of all castes and communities and send them out into the world with a national outlook as self-respecting members of the Indian nation, to feed the stream of nationalism with the ideas contained in the books they study and with the instruction they receive in the Colleges under the University—in short, to breathe a new spirit into the rising generation of men and women so that they may become able leaders and worthy citizens of a New India. And that our University has played this part nobly and successfully is borne out by the civic and political consciousness and activities we see around us today. By introducing the vivifying influences of Western learning and spirit, by promoting the identity of interests and the spirit of nationality, by producing men and women of knowledge and culture to fill positions of trust and responsibility, our University has discharged its duties faithfully and successfully. If some of them, or even many of them, do not find lucrative occupations in life, we cannot well lay the blame at the door of the University.

Shall we then, blame the parents who blindly send their children to the University, hoping to enable them, through University education, to settle in life with a comfortable income for their maintenance? I will neither blame the parents for what they do, though what they do is done blindly and instinctively. The system of education introduced by the famous Dispatch of 1854 had the effect of creating a new *intellectual* aristocracy, and every parent wanted his child to be born or reborn into this new caste—the 'Brahmin' of the new education. To him alone were open the doors of respectable and lucrative positions, either in Government services or in business offices. In a land of castes,

it may be pardonable if every parent desired to find his son occupying a position in the highest caste of the 'Brahmins' of the new intellectual aristocracy—an aristocracy of knowledge, of office, of power and of wealth. Without the hallmark of a University degree none could enter the inner circle of this aristocracy. Naturally, therefore, there has been a rush for University education and consequently an overcrowding in the colleges and Universities of the country. As long as there is no other alternative course open to the parents to give their children a respectable position and a lucrative occupation in life, what they have been doing blindly and instinctively has to be condoned.

Shall we, then, throw the blame on the Government? Indeed, the Government of the country is more responsible than the University for solving this problem of unemployment. The eligibility of admission to the University is determined by the results of the S.S.L.C. Examination—an examination which is under the control of Government, an examination for which the courses of studies are prescribed by Government and whose conduct is entrusted to a body appointed mainly by Government, an examination which is made to serve the double purpose of entrance into the public services as well as entrance into the University. For want of adequate facilities for boys and girls to enter upon diversified and respectable courses, preparatory to different walks of life, all run the same course, only to find out at the end that their studies lead them nowhere but the University courses in Arts and Sciences. In my humble opinion, the Government have to share the major part of the blame for the sad state of affairs; and it lies with the Government, in collaboration with the University as well as with businessmen, to find out a proper solution of the problem.

On what basis and on what lines shall we approach the problem? The report of the Hartog Auxiliary Committee of the Indian Statutory Commission, popularly known as the Simon Commission, went thoroughly into the question of the state of education in India. Though the main purpose of the enquiry was in relation to an extension of the franchise, the Committee took the opportunity—the first opportunity afforded since the Hunter Commission of 1882—to survey the whole field of education. This report, published in 1929, formed an important document—a valuable addition to the literature on education in India. In point of importance, the Hartog Committee Report was to elementary and secondary education what the Sadler Commission Report was to University education. Among the many findings of the Hartog Committee, the report drew prominent

attention to three disquieting and significant features of the state of education, *viz.*, (1) the ineffectiveness of a large portion of the total expenditure on education, particularly in the sphere of elementary or mass education; (2) the large number of unfit candidates who were finding their way into the colleges and higher educational institutions; and (3) the lack of flexibility in the system of secondary education. We are here concerned only with the last two features—the entrance of the unfit candidates to the University and the lack of flexibility in the secondary education course. On a careful examination it will be found that these two features are related as cause and effect: it is because of the lack of flexibility in the system of secondary education that many unfit candidates rush madly into the University courses in Arts and Sciences. The more we recognize the truth of this view, the nearer shall we be to the solution of the problem in hand. Because the S.S.L.C. system does not afford facilities to the students to choose different courses of studies according to their talents, aptitude and purse, all run along the same course and push their way into the University and make our colleges too crowded to enable them to acquire adequate intellectual and social culture.

One of the requisites of true intellectual formation is the tutorial system. With such large crowds in our college classes and with the present system of “mass lectures” and with the poor finances of most of our colleges, it is simply impossible to have anything approaching the tutorial system, which the English Universities are famous for. None has realised the value of the tutorial system with such large numbers, and hence real improvement—intellectual, moral or social—in the University life of today is almost impossible of realisation.

As for the intellectual side of the University education I would earnestly plead that the genuine tutorial system, which consists in a regular Professor or Lecturer being in charge of a small number of students whose reading he guides and with whom he discusses the subject of a weekly essay, may be more widely used, whereas most colleges seem to be satisfied with the imitation article which consists in the appointment of a low paid corrector and marker of more or less satisfactory answers to more or less probable questions. It is the weekly essay and the discussion with one's tutor, the training in the art of examining and appraising original documents or historical or political data or economic facts that distinguish the Honours courses at English Universities, and which would, till the want is made good in India, make it advisable for our best graduates to proceed to

English Universities to get a training which Indian Universities and Colleges do not at present provide.

So, too, in the matter of social formation much headway cannot be made with the large number attending our colleges. Playgrounds are not adequate for various games and for every one to get a turn. College Hostels are so limited in their accommodation that most of the students of a college have to find their lodging in outside hostels or hotels that are physically and morally unhealthy and unsuited for concentrated intellectual pursuits. Common Rooms, Clubs and Reading Rooms in colleges are inadequate to meet the requirements of the large numbers. Students' Associations and Societies have so large a membership that very few get a chance to speak or to take part in a debate. For any adequate social formation our numbers are too many. In many ways, therefore, with such large numbers, real improvement—intellectual, moral or social—in the University life of today is almost impossible of realisation.

How to control the numbers and restrict them to practicable dimensions is the problem before educationists, before the University and the Government. In our anxiety to limit the numbers, we should not, however, restrict the opportunities for higher studies to any deserving aspiring youth. It is an admitted fact that, although some fail in their University examinations for want of serious and constant application, by far the majority fail in them for lack of aptitude for higher academic pursuits. Instead of allowing all to rush along the same route, we have to afford facilities by providing varied courses of studies during the secondary education stage so that each of the aspirants for higher studies may find provided something that is congenial to his natural talents and aptitude and practicable within his limited financial resources. What we should aim at is a reorganization of the secondary education course so as to enable those who have a call for vocational education no less than those who have the necessary aptitude for literary studies, to find suitable choices provided in the high school course, and also an expansion of the present University courses so as to provide for more diplomas and degrees in vocational or professional courses, which shall be a natural continuation of the high school vocational courses. Thus, by a readjustment or reorganization of the secondary education course and by adding a few more vocational courses in the collegiate or University stage, we shall be able to solve the problem as far as the Government and the University could do. If the Government, the University and the businessmen put their heads and shoulders together, I am optimistic enough to

think that we shall be able to solve the problem of educated unemployment to the extent that is possible in the present circumstances of our country.

### **National Unity.**

But the greatest problem before us today is how to attain national unity which, History shows, is the necessary requisite of national advancement. Unfortunately owing to the antecedents of past history of the country, our nation has become a museum of races, of languages, of cultures, and of religions—a land of fundamental diversities instead of being a land of fundamental unity. Unless we develop a unity and solidarity out of these diversities, our nation cannot take its legitimate place among the civilized nations of the world. Every patriotic son and daughter of Mother India has the responsibility to work for her unity, particularly the educated and enlightened section to which we now belong. We have the responsibility, therefore, to work for the harmony and concord between the various elements constituting Indian nationality. The three main communities—the Hindu, the Muslim, and the Christian—must be educated by us, as their leaders, to live together, to work together and to fight together as brethren of one family, as we see today in other civilized nations. By the negative social service of not speaking from the platform or writing in the press anything that will promote communal disharmony, distrust and disputes, and by the positive social service of clubbing together in associations and societies, we have to educate the citizens of the country, by both precept and example, how to behave as brethren of a family, as citizens of a common country. This would be one of the greatest services we could render to our Motherland.

### **Organizations to Enlighten the Ignorant.**

Secondly, by organizing local, civic, social and cultural associations and societies, irrespective of castes and creeds, in our towns and villages, we could help on the cause of the material and moral uplift of our fellowmen. Introduction of healthy social and moral reforms is necessary under the present conditions of society in India. Through such organizations we could profitably work for the welfare of our countrymen, and thus discharge this responsibility. We are to lead the nation along the right path of well-being; we are to guide the people to appreciate, or, if the case be, to condemn the several movements in the land, be they for social or economic or moral or civic or

political advancement. The average man, without that education which it has been our privilege to enjoy, will look up to us to interpret the policy and programme of the Government of the Province or of the country and to represent to the Government and to the local authorities their disabilities and grievances as well as their opinions on the measures the Government happen to introduce for their welfare. Thus we occupy a responsible position as the interpreters of the policy of Government to the people and as mouthpieces of the people towards their Government.

### **Law and Order.**

We have also the responsibility of upholding law and order. Without these no country could be great nor could a nation attain material and moral progress. These are days of revolt against lawful authority, of extravagant exhibition of one's liberty of thought and action, of violent representations of one's disabilities and grievances. Of late, we have had a number of strikes of students, of labourers, and of motor drivers. "Down with aided managements," "Down with the Headmaster," "Down with the Police," "Down with the Ministry"—such slogans have, of late, rent the air, here as well as elsewhere in our Province. And quite recently one of the City papers correctly observed:

"Violent denunciations breathing ill-will against all and sundry are the bane of agitations that depend on public support for their eventful success and are conceived in the form of appeals for intervention addressed to Government. A little less of destructive zest will do no harm to demonstrators bent on a parade of their wrongs, and the secret of winning sympathy—and through it redress—lies in reducing offensive outbursts to a minimum in the course of ventilating a grievance."

In all these movementss we have the duty of giving the right direction to the new forces that are let loose in modern society. As enlightened leaders and cultured citizens, we have to lead the nation along paths of truth and non-violence—two great virtues for which our ancestors were once famous.

### **Development of Literature.**

If we have a sufficient mastery of our mother-tongue, we could devote a part of our time and leisure to enrich with modern ideas and thought the literature in the various languages of our

country. Especially at a time when we cannot make much headway in furthering our policy of substituting Indian languages for English as the medium of instruction in schools and colleges, we could make our contribution to the production of suitable books for the use of the rising generation of students. We have both the facility and the opportunity to be of service to our less fortunate brethren and sisters that sit still in the shadow of ignorance and darkness. The knowledge we have gained through the medium of English, we have a responsibility to impart to the multitude to whom God had not given favourable opportunities for school or college life. The Adult Education movement, which is still in its infancy, looks up to us for service and support. By means of occasional lectures, good, informing articles in the papers and magazines, and cheap, well-written tracts and books, on the subjects of special studies, we could do immense service to our fellowmen—a duty which we have to discharge as torch-bearers of knowledge and culture, as respectable and responsible citizens and lovers of the country.

### **Social Reform.**

A field of activity that will give ample opportunities of service is social reform. There is a conflict going on in India between the old order and the new, between the school of orthodoxy and that of heterodoxy, between the lovers of Oriental civilization and those of Western civilization. We shall soon find it impossible to resist the temptation to join this conflict. On what side shall we throw in the weight of our opinion, influence and power? If we are to play a useful part in the movement of social reform, we have to make a careful study of the social conditions and realise the wisdom of replacing unhealthy customs by healthy and useful reforms for the promotion of the well-being of our fellowmen. The insanitary condition abounding everywhere and causing, directly or indirectly, much of preventable suffering and mortality, the profuse expenditure on family or domestic ceremonies leading to overwhelming debts, the unwillingness of parents in rural areas to send their grown-up girls for education—all these and many others are matters that ought to engage our serious attention. Men and women of education should take a leading part in reforms that are calculated to make the people more healthy, happy and prosperous.

### **Simplicity of Life.**

Our ancestors were remarkable for the two excellent qualities of “plain living” and “high thinking” and these

qualities once made them great and famous. But we in this age of contact with the Western civilization, have shown a tendency to live a life of luxury, spending much of our substance on the non-essentials of existence. I am not one of those who will commend or condemn our ancient customs, because they are ancient; nor the Western ideas and habits, because they are Western. Both the East and the West are creations of an all-merciful God, and it would be an act of condemnation of the divine dispensation of things, if we were to cultivate the habit of condemning everything that does not belong to our own age or to our own country. Our ancestors might not have had the benefit of that modern education we have now received, nor enjoyed the fruits of modern scientific developments; and yet they were men of culture and wisdom. Let us accept whatever is good in the ideas and customs which they have handed down to us, and let us reject only the exotic growth of false ideas and unhealthy customs. Let us accept also whatever is good in thought and life, which the West has to teach us; and produce a new synthetic culture and life in the New India of our formation.

### **India's Spirituality.**

Let me conclude by drawing attention to another important responsibility of ours as sons and daughters of this ancient land of spirituality. Along with many economico-political "isms" like Socialism, Communism and Bolshevism—all alike un-Indian in their outlook on life, three other socio-religious "isms" are creeping into our land—indifferentism, agnosticism and atheism. To what depths of degradation should our land of spirituality have fallen in order to afford therein a fertile growth for these dangerous "isms" of modern life. We are men of culture; if so, let the rays of these "isms" be passed through the prism of our cultured mind. Let each one discover for himself the rays of Truth that a perplexed and confounded world cannot see. Remember, India was great when India was religious, a land of high spirituality and we who are out, as leaders of thought and action, to lead India back to her ancient position cannot build up her greatness and glory without the foundation of religion and spirituality.



## THE FASCIST MENACE IN EDUCATION

BY

S. A. COURTIS,

*Professor of Education, University of Michigan.*

We live in a day of emotional stress and strain. Hard-shelled and blind indeed is he who carries on his life activities unperturbed by the confusion and distress all about him. In any direction one turns, stimuli to disquieting self-questions pour in upon him. In world affairs, for instance, there has been an almost incredible reversion to deliberate wars-for-conquest, openly justified in terms of might and national aggrandizement. We have seen a rising tide of dictatorial fascism overwhelm, one by one, the impotent terror-paralyzed lesser democracies of the world. Further, most of us have been amazed at the growing efficiency, among so-called enlightened people, of demagogic methods of control of public opinion; methods based on plausible propaganda, barbaric intolerance, and ruthless persecution of ideologies displeasing to those in power. Nearer home, unemployment, crime, and the increasing break-down of home, church, and other social institutions on the one hand, and on the other the evident futility of conflicting and unorganized remedial efforts ought to stir doubts and misgivings even in the most pronounced of the "status quo" conservatives.

We in education, however, have hitherto been relatively free from the antagonisms and intentional class or party conflicts which are operating in so many walks of life. We have had differences of opinion among us, to be sure, and healthy experimentation along widely divergent lines, but the extremists of both traditionalist and progressive groups have been cooperative in the sense that all have been seeking to discover the form of education that is best for children and for society. Ours has been a democratic program of free individual effort and sharing; wasteful of energy, as all true democratic processes inevitably are, but rich in creative by-products of mutual helpfulness and mass progress. True, freedom to make changes has been dependent on the ability to win public support for one's program, but that winning has for a quarter of a century been based, for the most part, not on propaganda but on reasoned consideration of scientific evidence.

It now appears that the golden age in education is drawing to a close. The fascist forces of reaction and exploitation are militantly organizing. Trial balloons are being sent up by the enemies of progress and initial programs of propaganda are being tried out. What happens next will depend on the way these efforts are received. The only democratic protection against the fascist menace seems to be to give children in our schools direct experience in analyzing propaganda to discover its hidden purposes and to make its technique evident.

The aims of the enemies of progressive education appear to be the aims of fascists everywhere. These are:

1. To preserve an approved social order unchanged.
2. To indoctrinate children with beliefs, customs, and values, essential to the preservation of the status quo, by rigid prescription of the content of the curriculum and of memoriter methods of learning.
3. To exercise discipline and control in terms of the "able," those self-selected "superior" individuals or nations who judge themselves desirable rulers of their neighbours.
4. To belittle the worth of all free scientific experimentation whose outcomes cannot be predetermined to accord with the accepted ideology.
5. To discredit all values other than their own and all suggestions that values should also be appraised impartially and scientifically.
6. To glorify duty, obedience, restraint, nationalism, sectionalism, racial pride, and all other influences which blind men to truth and stifle national rebellion against unjust domination.

As progressives, therefore, we need to scrutinize most carefully every proposition submitted for our endorsement and, if it exhibits any of the six characteristics mentioned above, to recognize it for what it is and to take steps to counteract its insidious influences.

The general method of fascism is equally well known. The first step in seizing power and control by propaganda is to divide the opposition. The second step is craftily to embed in the program of vilification and of glorification subtle but plausible indoctrinations in favour of fascist beliefs.

It seems queer that it should be so much more difficult to persuade men to choose reasonably the steep climb to uplifting idealism than to entice them down the broad avenue of indoctrination that ends in slavery to fixed ideas. The danger is, of course, that in our anxiety to "preserve" our beloved democracy, we teachers shall be influenced to adopt and follow the tactics in which we profess not to believe.

As everyone knows, the conditions of life in most countries have changed, and are still changing, from individualistic endeavor to cooperative living. We are thus called upon to teach children that which we are not able to do efficiently ourselves. It is small wonder that we hesitate, fumble, make mistakes, and give other evidences of paralyzing indecision; small wonder that, in desperation, we tend to fall victims of the easy way and strive to create democracy itself by indoctrination and the exercise of fascist control.

To the writer, the democratic method of fighting all the forces which today are tending to disintegrate or degrade our efforts at progress is to recognize frankly our past defects, and by organized, creative, cooperative planning to devise solutions for the vital current problems of education and of our national life. The needs of our time *demand* social invention, and the schools are the places where experimental testing of social inventions in cooperative living can be carried to successful conclusion with the least danger to all.

Two major problems of democracy that press for solution, in the school and out of it, are:

1. *The Problem of Liberty*.—What concept of liberty and individual freedom is consistent with the need for social unity, social power, and social cooperation in the adoption, enforcement, and improvement of standards of value? Control, regimentation, guidance are essential to social efficiency, but to our individualistic way of thinking seem opposed to freedom of religion, freedom of speech, respect for personality, and opportunity for self-realization for all. It is not an "either—or" situation. Democracy *must have both*. How is the reconciliation to be effected in theory and in practice? What can democracy offer that is better than the fascist remedy?
2. *The Problem of Discipline*.—Granted that the problem of determining by democratic processes a desir-

able direction for progress has been solved, what methods of social and individual discipline shall be used to educate and restore to society individuals who in the name of freedom oppose their individual wills to the reasoned decisions of the group? In our attempts to free the child from the inhibiting influence of dead tradition we progressives have tended to slight the problem of discipline, as our enemies are quick to point out.

It is a fact that our system of education is to this day fundamentally fascist in spirit and practice, an inheritance from the days when democracies were unknown or unrespected. We have made substantial gains. We have at least begun to talk child-centered schools, cooperation, and adjustment to children's needs, but our real practice of democratic ways in the classroom is neither very sincere nor very far-reaching. Too many of us have been merely opportunistic parasites, adopting progressive ideas as they have appealed to us, but assuming no responsibility to support or defend the principles involved. The rising tide of fascism changes the situation. The time has come, apparently, when all will be forced to take sides and show their colors.

—*The Education Digest.*

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### TEACHERS' SALARIES

We are tolerating conditions which no nation should long endure. Recent population studies show that the nation is replacing its human resources largely through the children born in rural areas. Yet a large proportion of these children will receive their early schooling from teachers who receive a mere subsistence wage. In some states conditions can be improved through better district organization and more efficient plans of financial support. Many states, however, will be able to establish acceptable educational standards only with the financial assistance of the federal government. Let us here highly resolve that in our generation all of America's children will have their rightful educational opportunity.—Willard E. Givens, Executive Secretary, National Education Association, U.S.A.

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## THE DEVELOPMENT OF ART-SENSE IN SCHOOLS

BY

P. P. SARADHI, B.A., B.L.

It is a long-felt want that the school teacher should possess an art-sense and utilise art as the medium of education. The blackboard is not to be confined to arithmetical sums and country maps but must be *adapted to subjective ends*. Portrayal of the visions and impressions of the mind when they are integrally complete is certain to enable the pupils to grasp and comprehend the concepts required for progressive understanding and initiative, in a more easy and rational manner.

Picture-writing begins in symbolism when utilised for education, and it naturally becomes a powerful weapon to wield, for instilling subjective realism and certitude. Symbolism is the first step in the ladder and it leads the pupil to subjective realism, in the end taking him through a course of *introspective self-illumination and intuition*.

The teacher must be aware of the vast sea of sub-consciousness and he must help the pupil to utilise the sub-conscious urge for practical purposes. Hurry, fear, fortitude, and the perplexity, caused when confronted suddenly by a *culdesac* can one and all yield to symbolic picture-writing. The reactions on the mental plane could be by association of possible and probable events, by combinations and permutations to create a greater command over understanding and the courage to take the initiative. Crude as it may be, the test of the pupil's understanding and grasp is the ability to depict the subject in picture form. Give for the material a piece of soft clay, or a pencil and paper, or a hard floor and piece of chalk, as the pupil likes, and if given full liberty and proper encouragement, there would be a picture depicting his understanding of not merely the object but its reaction on his mind, not merely the external features of the object, but the peculiarity of any distinguishing feature.

The dominant object of all education is to stimulate the individual's *impromptu* visualisation of not merely the concrete objective but the subjectivity of reaction.

The teacher's pastime, if not also his duty, is to stipulate the art-aspect of education. The talents of the individual could be gauged by the character of the sketches he or she is allowed to scribble or draw.

We are unfortunately attentive more to the reproductive aspect than the creative aspect of the child. His capacity to gauge the peculiarities of the object can be tested by the figures he is able to draw. His drawing must be the outcome not of compulsion but voluntary emulation of those that can draw. Crudeness is not to be scoffed at, for it is probably overdoing the emphasis on the peculiarity of the object. A cylinder for the elephant's leg or a lump for the thorax of the pig, and vaguely drawn wavy ways with splashes of vague looking spots and variegated colours as indicative of a bird's-eye view of the earth below as understood from the stratosphere or aeroplane are some incipient stages of the art talent in the child.

Subjectivity is visualised in its impression of moods and emotions. The artist projects them in the way he is instinctively inclined. He chooses his own style and material. We have no quarrel with them if we have rightly understood their trend and orientation. The student is a potential art genius. Let him scribble and you watch how he does it. This capacity to visualise the abstraction has a spiritual significance for it leads to order and understanding of the spiritual being and phenomena. Mr. Herbert Read truly observes that the art relates to delicate balancing between intellect and intuition, knowledge and faith, individuality and discipline. The artist is what we make him. So it is the teacher's duty to implant the seed of art in the child.

Much of progress is hampered by the neglect of the abstraction aspect of the being. The development of science also depends on the play of intuition on the abstraction. The abstraction must find a shape before intuition can further realise the import.

A detachment and perspective which is possible for an artist who is enabled to form his own independent view is at present highly in demand. For in Politics no dispassionate view is possible because of the pique of personality—I do not say ambition for leadership, exercising sway and preventing a deeper integral experience and true knowledge of the implications of ideologies bandied about from corner to corner: Leftist and Rightists, 'Socialists,' 'Fascists,' and 'Communists,' 'Forward Bloc' and the 'Liberals' and what not.

The artist is able to take the true perspective for he has no passions to satisfy. He cares for the naked truth as he understands it. The Indian student has a philosophic background and culture and it is a discipline in abstractionism. So are his rituals and modes of worship a picture the ancient artist-saints conceived and projected into visible forms. Note what he does

when he performs ceremonies for the dead and does ancestor worship, or prepares the ground for prayer. Intrinsically, the child finds in certain moods the desire to sketch what he sees or thinks. He sees what he aims at and what he desires to become. It is this instinct that has to be stimulated by a shrewd teacher. A desire for picture-drawing could as well be implanted in the young pupils by a picturesque environment both at home and at school, and secondly by encouragement as a hobby to love and collect pictures. He would then make his home itself a picture album and if means permit, he would make in book-form an album for his reflection and recollection.

Transcending form and physical beauty (symmetry and conventional compliments), he would later on develop the capacity for abstraction of the deeper significance of human life and activity. He cultivates intensive thinking capacity. Indian art has been neglected for about three centuries at least. But it stands supreme in the world. The Indian found inspiration in mountains and forests for the universal phenomena of immensity and fecundity of forms and formations, and ruin and destruction.

Would "Indian Education" now at least make good the loss of generations of men and women to art-sense and begin with the primary classes?

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### EDUCATING FOR DEMOCRATIC CITIZENSHIP

As teachers it is our obligation to show our pupils how their united judgment can be made to prevail as the working policy of the country. It is our duty to teach them the way to discuss, to interchange views, to clarify propositions, to resolve controversies; in other words, to settle situations and problems in the democratic way. It is our duty to show them the need, if need there be, to appreciate the desirability of change by persuasion and not by force; of tolerance as opposed to totalitarianism; of brotherhood as opposed to race segregation.—Irwin A. Eckhauser, Washington Junior Highschool, Mt. Vernon, New York.

—*The National Education Association.*

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## ON ART AND ART EDUCATION

BY

WILLIAM L. CONNOR.

Art is not an exotic thing, a refuge for queer souls who have failed to make adequate adjustment to reality, though it sometimes seems to take that form. The graphic and plastic arts are an example of the normal man's desire for, and satisfaction in, the use of form and color in suitable proportion and rhythm to express his super emotions.

It is only necessary to observe any of the articles commonly made and sold today to realize how the small amount of education the people have had in art in the past fifty years has found its way into beautiful houses, automobiles, furniture, clothing, and even the smaller articles of utility sold in the ten-cent store. Seldom is an ugly object of any kind now offered for sale anywhere. In fact, much of the beauty and gaiety of life today is tied up with the art objects, from flowers to skyscrapers, amidst which we live.

The need of and demand for beauty in daily life is such that half the commerce, half the productive labor, half the employment for wages of the world would cease overnight were beauty wholly sacrificed to utility in the common articles we use in our daily lives. Art, then, is second only to science as the basis for our modern, social, and economic life.

We have learned that to surround ourselves with the beauties of nature and of art means to insulate ourselves in some measure against the spiritual infections which lead to mental and emotional ill-health. We have learned that some of the deepest wounds in the spirit of man may be healed by beauty. If we are to prepare boys and girls to take their place in the modern world, we must double and even treble the amount of time given to the arts and crafts in the public schools.

The function of art is to make persons useful and happy—to give gaiety of spirit to the stolid and drab, to strengthen the sensitive individual for the burdens he has to bear, and to make all of them generous contributors to the welfare of others.

—*Pennsylvania Bulletin.*



## ART AND THE CHILD

BY

WALTER M. KOTSCHNIG.

From the Transvaal to Russia, from Toronto, Vienna, and France, the place of art in children's education attracts our attention. "Let them draw!" urges a French teacher, knowing that to capitalize this instinctive urge of the child is one of the most economic ways of helping him to increase his consciousness, his understanding of the world in which he finds himself, his power to appreciate its beauty.

The value of independent drawing and painting, not the old-style copying of models, for the child's development is one of the major discoveries of education. Imaginative teachers have led the way, such as Cizek, whose name is so well known everywhere. Today art centers, to which children may repair to draw and paint and model in an atmosphere of freedom and joyous work, have sprung up in cities scattered all over the world. Schools have incorporated the idea into their curriculum, not only with regard to the plastic arts, but also with regard to music. So on a national scale France has done as a part of her "directed leisure." She has held the first exhibition of the results, which are truly impressive even to read off summarily.

The new creative attitude towards art and music is penetrating to children's literature, too, to the mutual improvement of literature and children. No longer is the child regarded as docile book-fodder, to be indoctrinated with Victorian ethics or Marxian economics. He is a creative mind in his own right and must have books in which he can live himself and expand in imaginative experience the area of his knowledge and feeling. The change of attitude in Russia is one of the most rapid and complete in the modern world, and illustrates how children's literature can and does become genuine literature when the child is respected as a collaborator in the creative activity of the writer.

The Russian swing-over in the matter of fairy tales is particularly significant. Like many in the West to whom "facts" are more "real" than imagination, the Russians in their first joyous orgy of economic and technical development, demanded that their children's heads be filled only with the facts and skills

that would enable them to help this development. The old myths and folk tales were dismissed as untrue to life, useless and harmful. Was it the children, one wonders, who convinced their teachers that their theories were one-sided, as many a child one knows has shaken the firm pedagogical theories of his earnest but inexperienced parents? In any event, Russia has recognized that fairy tales answer not merely an imperative need in the child, but are in themselves "both valuable and beautiful creative products." This evaluation takes its place along side the modern interest in children's art expression as an implicit recognition of the equal validity of the inner with the outer world—a revival and reinterpretation of the basic thought of Froebel.

In the young child the two worlds are still undifferentiated, and his pictures and stories tell as much about his awareness of the inner world as his knowledge of the outer. They help him to get both worlds clearer and to know what belongs to which. Fairy tales and myths are, in the world of speech, what children's pictures are in the world of art. They embody the apprehension of the world as it has appeared to the unsophisticated mind and feeling of man for countless eons, and as it still appears to the child. They embody much wisdom which over-civilized man has rashly discarded and needs to re-incorporate, in more evolved forms, into his view of life. A better understanding of the wealth of meaning behind these various forms of art will give us a more balanced humanity, less neurotically attempting always to repress the inner or the outer pole of experience.

—*World Education.*

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"*Oh, let him pass!* He is not going to need what you are trying to teach him. He already has a job promised him at . . ." Teachers often receive this sentimental advice from fellow-teachers and parents. Why does the pupil want to "pass?" To get his diploma. Why does he want a diploma? Because it is a compliment to him, often necessary to have in order to get a job. And why is it a compliment and an employment prerequisite? Because others before him have worked so hard to attain this diploma that society and industry recognize it as standing for something. *To make it worth less is to destroy the incentive for getting it.*—M. P. Gray, Woodlawn Highschool, Birmingham, Alabama.

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## THE BACKWARD CHILD

BY

J. NANAVATTY, Wadia College, Poona.

No scheme of educational re-organisation can neglect, with impunity, the problem of the backward child.

In the past, crude and curious attempts were made to assess human intelligence in England and U.S.A. Quackery was the beginning of nearly all branches of science, and, no wonder, that quackery was also the beginning of educational psychology. They say today that the barber is the pioneer of surgery. The phrenologist, the physiognomist and to a certain extent the palmist can, in the same way, claim kinship with the professional psychologist.

The backward child in our schools, like Oliver Twist, is unmercifully buffeted and knuckled about. I may be guilty of making a over-statement. Nevertheless I feel that there is a core of truth underlying the statement. From personal experience, I may be permitted to state my case. In not a few schools of ours, backwardness is judged on empirical basis. Intellectual deficiency is hastily indentified with backwardness. In other words, if a child fails to register progress in this or that subject of the curriculum or in a number of subjects, some of our teachers, without realising what harm they are doing to the child, censure him in the presence of other pupils and even in the presence of strangers. Unless, therefore, we change our angle of vision with regard to this very vital problem, we shall be marking time, if not wasting it, no matter how often we reorganize and overhaul our system of education.

Sympathy and a psychologising attitude must be the *sine qua non* of a modern teacher. As an eminent educationist would say: 'The teacher—the ideal teacher—must know Latin as well as John because without knowing John he cannot expect to teach his Latin. John, therefore, is as much and as interesting an object of study today as Latin or Geography or History is.

In studying a child, the wise teacher must hold impartially a retrospective inquiry into his past. He must then study the existing environments of the child, and upon the basis of the past and the present work out his future. This may sound a counsel of perfection, nonetheless it is absolutely essential to aspire after such an ideal. Backwardness is not as obnoxious a bugbear as

schoolmasters make it out to be. According to the old-fashioned teacher with antiquated and distorted ideas about the theory of education, there is no salvation whatever for the backward child. He is always a target of ridicule and contempt. A systematic and scientific approach to this very delicate problem would go a long way to furthering the welfare of the child who is the cynosure of an ordered and healthy society.

If we are permitted to hit upon a tentative classification, we may divide backwardness into two classes: (i) Remedial Backwardness and (ii) Irremediable Backwardness.

Researches have shown that there is a connection between some glands and the intellectual growth of the child. For example, the child whose thyroid gland is inactive, shows signs of listlessness and is inclined to display a lack of intelligence all round. Such a child may be fed on sheep's thyroid under medical advice. In many cases, the child quickly improves. Cretinism, thus, can be combated to a certain extent.

It was Thring, who in the last century, religiously maintained that "there was no such person as a stupid boy." Thring was a great enthusiast, and it would be reasonable to state that in making the statement he was carried away by his enthusiasm. His statement would appear to be purely one-sided inasmuch as he would be too willing to put the blame on the teacher. It is the teacher, he would say, who by not understanding his pupils compels them to be stupid. Carried to excess, it would be verging on midsummer madness to maintain such a proposition. And yet teachers have been responsible for stifling their students' intelligence. This harm may reach his students in a variety of ways. The orthodox teacher, relying on the rod, has more often than not jumped to absurd and dogmatic conclusions.

Very often it is noticed that those members of the class who ordinarily are capable of showing their paces show inevitable signs of stagnation. The impulsive teacher attributes this to carelessness, lack of effort and what not. What happens actually is that a good many students in the class have reached a stage during which their sub-conscious minds are not working. The discreet teacher will realise that this is an inevitable stage in any process of learning. The conscious mind cannot function properly without the aid of the sub-conscious. So many of us remember wrecking our brains over a difficult problem in Arithmetic, Algebra and Geometry without any success. We "sleep over" the problem and the next morning we are able to solve it with ease. Our sub-conscious mind has performed this miraculous feat. So that when our classes appear to mark time, we would do

well to ask ourselves a question like this:—"Have I overstuffed the minds of these little ones." We have no right to enter, at random, the names of those of our pupils who ordinarily work well into our imaginary "Dunciad."

Adenoids and recurring catarrh very often retard intelligence. Lack of proper breathing tells upon a child's health, and even undermines it to some extent. Catarrh on the other hand gives rise to nasty headaches. Consequently, under these circumstances, the thoughtful and sympathetic teacher, with the assistance of the doctor, must do the needful. Many children improve quickly after their adenoids have been removed.

Backwardness in the class is also frequently the result of emotional disturbances. In this particular instance, a careful study of the child's history is absolutely indispensable. Two children were brought to Dr. Cyrill Burt, the great psychologist, for examination. In the case of the first one, the listless behaviour of the child was due to an over-sensitive and intolerant teacher, and in that of the second there was an over-indulgent mother. There was nothing wrong whatsoever with both the children.

Sensitive children show signs of backwardness when there is apparently a transfer of affection at home. Very often, the one and only child of over-indulgent parents is pampered and spoilt, but with the advent of a tiny stranger, the one who was the apple of his parents' eyes, presumably, is relegated into the background. Such a child is inclined to brood over such an event very much, with the result that at school his behaviour takes the form of nasty reactions such as pestering his fellow-pupils, disobeying his teacher and not taking any interest in his work. The teacher, who according to Freud is a "parent substitute," should sympathise with a case like that, and by means of gentle persuasion bring the boy round to his normal self.

Amongst other cases of emotional disturbances, is the case of the child who broods too much over his sexual misdeeds. Sexologists are of opinion that untold harm is done by a young sexual delinquent to himself by brooding too much upon its consequences. Now, it is not grief that undermines a mortal so much as worry. A child who shows strange symptoms—such as keeping aloof from his fellows, going about with a blank look in his eyes and so on—should be carefully watched. This would be a true test for the psychologising teacher who must, in a case such as this, feel the need for a retrospective inquiry.

Thus we see that backwardness, in so far as it is remedial, far from being a matter of despair and hopelessness, tends to

become an interesting subject for the psychologising teacher.

With regard to the other type of backwardness—the irremediable type—we cannot afford to be very optimistic. It is necessary, however, to point out that snap-shot judgments are always to be regarded with suspicion. In the nineteenth century, phrenology was a craze both in England and America. Even the poet Browning had his bumps felt, and Lamb seriously thought that there was something wrong with his friend who asked him “Sir, was Milton a great poet?” and wanted to feel his bumps. Neither a prominent bump nor the size of the head nor the shape of one’s nose is the index of one’s intelligence, character, temper, nor does a small head indicate small intelligence. At one time, it was thought that there was a correlation between the texture of a man’s skin and his intelligence. Various types of men from various nationalities were tested by means of an instrument which resembled a pair of dividers, and it was ascertained finally that to be thick-skinned is not necessarily to be thick-headed.

The Italian School of Criminology under the leadership of Cesare Lombroso enumerated a number of stigmata or malformations. A child with fingers curved inwards was supposed to have thievish propensities. All these external signs are not much relied upon today, but a V-shaped palate is invariably a sign of mental deficiency. This stigmata of all is the most reliable.

Before deciding that a particular case is that of irremedial backwardness, the painstaking teacher should exhaust all possible resources within his reach. Intelligence tests would come to his rescue. But, it must be remembered that one or two types of tests will not entitle him to form a judgment. The application of tests, reading tests, writing tests, arithmetical tests and reasoning tests, and the correlation of the I.Q. obtained from the one with the other will enable him to come to a definite conclusion.

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## HOW THE CHILD'S MIND GROWS

BY

BETH L. WELLMAN.

How does the child's mind grow? What makes it grow? Why do some children's minds grow faster than others? The child's mind does not grow willy-nilly regardless of what happens to him. It grows through exercise—not physical exercise but mental exercise.

What is mental exercise? Mental exercise is not drill. It can't be accomplished in doses like getting down bad medicine. It can't be accomplished by putting the child through paces like a race horse, or by practising something over and over like the scales on the piano.

Development of expert thinking is cultivated, not by drill but in what may at first appear to be a roundabout way. Provide the child with opportunities for a life rich in experiences, and presto, he will take care of the thinking end. Give him an opportunity for mental exercise, and he'll do the exercising, not on a routine schedule basis, but because life is more interesting and intriguing that way.

Develop expertness in thinking in your child and he will have a high IQ. For that is all we really mean by a high IQ. The child who does a good job of thinking on many subjects has a high IQ. Many people, no doubt, will probably say, "But I thought the IQ couldn't be changed." That is what many of us were taught, but it is wrong. Psychologists who have studied the same children from the time they were very small until they were grown up have shown how wrong that idea is. At the Iowa Child Welfare Research Station we have retested quite a large group of children beginning at the preschool ages and followed through to college entrance. We know now that it is possible for children once just average in intelligence to increase in IQ enough so that they are extremely high, in fact high enough to be called of "genius" intelligence. Personally, I don't like the term "genius" here because not all children who are extremely high in IQ do become geniuses. However, it is a term used by psychologists to represent children who are in the top classification of intelligence. The children that I referred to who changed from average to genius IQ went through the successive classifications of average, superior, very superior, and genius.

For those who are interested in taking a close look at the findings we could draw a picture representing changes in IQ for children who were average in IQ at 3 years of age and became progressively higher as they grew older, until they were geniuses at 10 to 14 years of age. Some of these IQ's go straight upwards and some fluctuate with slight drops but bigger gains next time. Child No. 1, for example, had an IQ of 98 at 3 years of age. This is average, since any IQ between 90 and 110 is considered average. At 4 years of age he was still average, but his IQ had increased from 98 to 109. At 5 years of age he had made another big jump, now testing 126, or very superior. At 6 years of age he had the same IQ, 125; at 7 years, 134; and at 10 years, 153, or genius IQ. In 7 years' time he had changed 55 points. On an intelligence test at 15 years of age he made a score corresponding to the top 1 per cent of children in Iowa, and when he entered college he was in the top 10 percent on the college entrance examination.

Child No. 2 was also average at 3 years of age, also testing 98. He increased in IQ much faster than Child No. 1. At 4 years of age he tested 120, or very superior; at 4½ years, 145, or genius; and at 5 years, 167. At 9 years his IQ was 155; at 10 years, 143; at 11 years, 152; and at 12 years, 143.

Child No. 3 was higher than the others at 3 years of age, testing 124. She increased to 135 at 4 years, 146 at 5 years, 143 at 6 years, 160 at 9 years, and 165 at 10 years. At 12 years her IQ was 154. She also was in the top 1 per cent on an intelligence test at 15 years of age.

Just as I have drawn a picture of children whose IQ increased, so could a picture be drawn of children who decreased in IQ, going down from average to practically feeble-minded in about three years' time. Child No. 1 at 18 months of age had an IQ of 98; at 25 months, 93; at 28 months, 83; at 31 months, 80; at 40 months, 61, which is considered feeble-minded; and at 52 months, again 61.

Child No. 2 at 18 months of age tested 103; at 27 months, 72; at 38 months, 63; and at 50 months, 60.

These two children respectively lost 37 and 43 points in IQ in less than three years' time. Changes such as these are not accidents. There was nothing physically wrong with these children. In fact, there was nothing wrong with the children. But there was something decidedly wrong with their environment. These two children, and others similar to them whom we have studied, did not have the loving care and attention of their parents. They were in an institution in which a busy matron did not have



time to pay attention to their mental needs. They flourished physically because they were well-fed, but they did not make progress mentally because they were intellectually under-nourished. The other children, the first ones I mentioned, who increased so greatly, did have the loving care of parents who provided them with superior home advantages. But they had something more.

In discussing how such changes were brought about we come back to our original statement. These changes occurred because of mental exercise. These children were only average in ability when their parents decided to take an important step toward providing for their mental exercise. They were enrolled in preschool. From then on their lives were made richer in experiences and opportunities to learn, both in preschool and in the school they attended after preschool. The children became experts in thinking because life (and the schools) presented them with the opportunities.

It has been said that the best type of mental exercise is not accomplished by putting the child through paces like a race horse or practising something over and over like the scales on the piano. It is accomplished by providing the child with free channels for the exercise of mental power—by providing the child with the opportunity for a life rich in experiences. Parents do not need to sit back and say it is up to the schools to take all of the responsibility. It is their responsibility to provide the child with the varied intellectual and emotional experiences associated with family life.

*The first thing that parents can do is to watch for things the child is beginning to be able to do and provide opportunities for their practice.* Some parents are far more successful than others in providing a rich life for their children during the very important first years. Some children are already at the genius level at two years of age. It is not enough during the first few months of life to feed and clothe and bathe the child. The alert parent watches for things the baby is beginning to be able to do and makes it possible for him to exercise those abilities if he shows any such inclination. Perhaps the parent provides some simple materials that will give the infant an opportunity to do these things. The alert parent may go even further and provide materials a step or two ahead of the child. But the alert parent does not drill the infant or insist on his mental exercise. Intellectual development flourishes in an atmosphere which encourages thinking rather than forces it. The first thing that parents can do, then, may be summed up in this statement: Observe the child, note

what he is beginning to be able to do, and put him in a position where he can practise those things.

*A second thing that will help is to see that the child is free from personality difficulties which interfere with mental progress.* This applies to all ages. Jealousy and lack of self-confidence, in particular, may interfere. I know a four-year-old child who showed fine mental development during the first two years of life. Up until then he was the only child and the center of attention. Then his baby sister arrived. Now baby sister is two years of age. The older child is so busy keeping one eye on what baby sister is playing with and doing, for fear baby sister will get something he doesn't have, that he never seems to be able to devote his whole attention to whatever activity he himself is engaged in. As a consequence, his constructive ability is suffering, for he never gets thoroughly absorbed in his own efforts. Baby sister's activities are suffering, too, because of constant interference.

*A third thing that will help is to provide what we call extensions of environment.* A young child I know who has an IQ of 160 has had a number of experiences outside of the home. She has repeatedly been all over a farm and has actually helped set out tomato plants, learning at three years of age how to tell the better from the poorer grade. She has had a trip through a large department store—not one of those trips where mother whisked her along as she made her purchases, but a leisurely trip, just for her, with mother explaining things as they went. She has spent the night in a hotel and ordered her own meal in the hotel's dining room. She has taken long automobile trips, in which she began to recognize the differences in gas signs and highway signs. She has visited the state capitol. Extensions of her environment have been carried on within the four walls of her own room. She has learned the value of money and how to make change by playing a game with her parents of buying things about the house. In these transactions she has used real money. She is allowed to set the table and to plan its decoration. When she is invited out to dinner she notices the flowers on the table and the kind of bowl used. The next time at home she tries to duplicate them.

Life outside becomes richer because of experiences at home. And experiences at home become richer because the experiences outside can be brought in to apply to those at home. Parents and teachers who are constantly on the alert to encourage children to make use of new knowledge, who provide them with opportunity to exercise their minds, are doing what they can to enrich the lives

of their children mentally, to encourage and stimulate them to take on a growing mental stature.

—*National Parent-Teacher.*

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The following maxims emanating from William Penn reflects his philosophy of living, and may serve as the basis for studying and imitating his excellent qualities:

Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation but to be understood.

Whereas the greatest understandings doubt most, are readiest to learn, and least pleased with themselves.

For though they stand on higher ground and so see farther than their neighbors, they are yet humbled by the prospect, since it shows them something so much higher and above their reach.

Nor can we expect to be heard of God in our prayers that turn the deaf ear to the petitions of the distressed among our fellow creatures.

Never marry but for love, but be sure that thou lovest what is lovely.

Humility and knowledge in poor clothes excel pride and ignorance in costly attire.

It is wise not to seek a secret and honest not to reveal one.

Those things are unfit for use that cannot bear small knocks without breaking.

Eat therefore to live and do not live to eat.

Neither despise nor oppose what thou dost not understand.

If thou thinkest twice before thou speakest once thou wilt be twice the better for it.

A wise man makes what he learns his own, the other shows he is but a copy or a collection at most.

Governments, like clocks, go from the motion men give them, and as governments are made and moved by men, so by them they are ruined, too. Wherefore, governments rather depend upon men than men upon governments.

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## RING IN THE NEW

BY

D. PURUSHOTHAM, Chittor.

It must be first realised that Adult education is not synonymous with adult literacy. It embraces within its concept not only adult literacy but also acquisition of general knowledge and the stimulating the adult mind to think through. It is a regrettable fact that many of the adult education workers emphasise only one or the other of these aspects leaving the others as of little account. There is as much need for the full education of the whole personality of the adult as there is for adult literacy. In trying to work out a scheme for adult education, we should keep all these three aspects before our minds—literacy, general knowledge and thought training.

It is certainly depressing to see that the state is not giving enough encouragement to Adult education, engrossing itself mostly with affairs concerning Primary education. It is but reasonable that the Government should be alive to the claims of Elementary education, but they have to recognise soon enough that the demand of the adults for education should also meet their earnest, serious and urgent attention. Our country is passing through a momentous period of its political career and the need for the adult education is being felt all the more keenly. Adult education will change the whole face of the country and will be a more far-reaching and more permanent reform than any, the beneficent legislator could introduce. The peasants should be awakened to activity, making them conduct their daily avocations with more intelligence, use modern methods of agriculture, commerce and business. Supply them with effective means of understanding and developing their own lives and the lives of those around them. In England the citizen is related to politics whereas in America, he is related to society direct, but in India he is not related to either. Release the adults from the hands of animalism and provide for them an escape *into* reality and not from reality. They should be trained to be self-directive and to know the value of leadership and followership and to participate in democratic citizenship. Citizenship is a *weasel word* variety meaning everything to everybody. Besides, the extension of franchise makes education even more important since it will give

him the balanced judgment which would enable him to throw away unjust suspicion of the Government policy, to sift the possibilities from false promises of election candidates, to throw away sectarian bitterness and lastly to remedy the insanitary conditions in which most of the uneducated live. Juvenile education or adult education will be fruitful only if the environments of the children are of the right and progressive type.

Our country is at the lowest level, in the matter of adult education, when compared with other countries. Statistics tell us that in Denmark and Finland, adult literacy has reached 100%; Russia has 90%; whereas in our country the conditions are pathetically black. According to 1931 census, 77% of the adult men and 97% of the adult women are illiterate. A study of the progress in literacy of the adults during the last ten years shows more painful truths and aggravates the seriousness of the problem.

The three weapons in the hands of the educators in India are: (1) adult school; (2) propaganda in the form of lectures, cinema films and other open demonstrations and (3) libraries. Of these adult literacy through adult schools should occupy the first place in the programme and the writer confines himself to that aspect of the problem.

Every adult education worker will very soon realise that there are a number of obstacles in the way of educating the adult. The Adult likes to learn to read and write only in the same casual manner as one would like to learn to paint or sing or play at the violin without much effort. When he knows that a fair amount of regularity of attendance is expected and that he should continue to be regular for a pretty long time, he slowly begins to drop away from the class. This has been the familiar experience of every adult education worker. The demand for regular attendance is too much of a strain for him especially after his day's toil.

There are very many types of adolescents including the normal adolescent, the delinquent, the emotional deviate, the intellectual deviate and the vocational misfit. The standard of literacy of the several adults who attend the adult schools varies—some knowing a few letters, some knowing only to recognise letters without being able to write them; some knowing the whole alphabet without the ability to read words. Their mental ages also range from a very high level to that of a child. In these circumstances the worker finds it difficult to keep the different adults interested in the lesson. Since he has to attend to different mental stages the progress is bound to be slow.

Factions, communal strifes, differences in status and unwillingness to betray poverty or intelligence are also some of the causes that prevent the adults of a place from coming together. It seems very difficult to make the owner of a land sit with the labourer in his plot and for the depressed class to sit down with the caste men.

Certain vicious habits, sickness and abject poverty in some case are also hindrances in the way of making even a small village rise to 100% adult literacy. The free hours of the labourers vary according to their occupations and it is, therefore, found difficult to fix a time that is suitable to most of them and to the teacher also. Besides their convenience varies with the seasons as most of them might be cultivators. This makes it necessary for the classes to be held only in certain seasons of the year suitable to the villagers.

The workers engaged in adult education are mostly honorary ones, who do it sacrificing their time, energy and sometimes even money. At first, they begin with enthusiasm, but soon get discouraged by the slow progress and the mental laziness. Thus much of the work that is started stops halfway.

Education of adult women is found to be almost impossible under the existing social conditions. The adult school for women at Goriculam, Tanjore District, had to be stopped, because the husbands of the women would not allow the eager women to take tuition, which they fear would open their eyes and make them revolt against their husbands. This deeply laid prejudice makes it impossible to work among women at present.

These hindrances have as far as possible to be removed before we could hope to do effective work in this direction. The unwillingness of the adult could be overcome in three ways. The first need is to simplify the course of study in such a way as to make it easy, interesting and pleasant for the adult. Secondly, the course should be covered quickly enough so that the adult might go through the course with increasing confidence. Thirdly, sufficient incentives should be extended to them in the form of encouragement, rewards and prizes. This has been found by actual experiment to be very successful in enlisting a large number of students and in keeping them together. Their indifference might be slowly removed as their minds grow by contact with other minds, persons, societies and lands of different countries, pictures they see, lectures they hear and the films they see. Time alone can heal this mental short-sightedness. Each centre should evolve for itself a social philosophy.

It is necessary that the workers should be imbued with the spirit of service. Otherwise they are sure to become discouraged and as has often happened drop out of the landscape altogether. It is, therefore, essential that only those who could work in spite of bad results be leaders who could keep alive the desire to illumine the minds of the ignorant, by frequent words of inspiration.

The main problem regarding literacy seems to be the problem of undertaking the study of the language to enable them to read a newspaper within not more than two months. Many of those interested in adult education have been working on this with great zest. As a result of these efforts the province of Madras has the benefit of the labours of at least three veteran educationists—Dr. Laubach, Mr. S. G. Daniel and Mrs. Devasahayam. Dr. Laubach's scheme is based on a system of mnemonics which will enable the adult to associate with each other with a picture and thus remember it. People who have tried the method report that the adult learns to read and write within 40 to 50 days. To ensure permanence of literacy, he emphasises that *each one should teach one*. He has worked out this system for most of the languages and is continuing to work at others.

Mr. Daniel's method has been worked out at present only for Tamil and is based on the idea that Tamil being a scientific language could be reduced, most psychologically into 40 sounds and symbols. The letters for study have been arranged in order, from the simple to the complex and in such a way, as could be elicited from the pupil, thus stimulating the thinking powers of the student. In his opinion, the more the thinking process involved, the more the chances for retention and the less the chance to relapse into illiteracy. He has tried it in Tanjore and has definite statistics to show that the adult learns to read and write, through this method in six months.

Mrs. Devasahayam's method is also only for Tamil. Her system is based on grouping allied letters in one family thus enabling the mind to remember the allied words together. This is being tried at Salem and the results are awaited.

The Nandyal, Hyderabad, and Christian Literature Society charts are being tried in the Andhra area and the results are encouraging.

The adult education movement should fashion its own tools and formulate its own methods. A method is not a rigid arrangement of unchangeable features, it is a sensitive instrument that can be adopted to any given group of adults as well as to the finely differentiated need of each adult. Ring out the old and

ring in the new. In the opinion of the writer, it is better to evolve a separate method for each language suitable to its own genius; and the permanence of literacy is of more importance than speed.

All welfare agencies must be mobilised and coordinated in this great cause. The employing agencies could be persuaded to make arrangements for making all their workers literate. Philanthropists may be appealed to supply the funds necessary for the various activities in connection with this campaign. The Rural uplift schools which are being started in many centres may be requested to train the students in the method of instructing illiterates. Let us go ahead.

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### WANTED, THEN, A TEACHER!

Not a recitation-post, not a windvane, not a water gauge, not a martinet, not a pedant, not a pedagogue—the mere slave to the student; but a teacher, “one who is a combination of heart and head and artistic training and favoring circumstances.” One who has that enthusiasm which never calculates its sacrifices, and is willing to endure all things if only good may come. One who loves his work; who throws his whole soul into it . . . who can therefore see more in his work than can any other . . . One who feels the keenest self-reproach because students fail to advance . . . One who can change the shambling mental gait of the average student into firm and definite and well-ordered activity. One who can take that nebulous, filmy, quivering mass which a boy’s family and friends kindly call his brain, and give it a clearness of outline and toughen its fiber and make it lithe and sinewy. One who . . . has infinite patience and pity for the weak; who will not suffer them to be crowded to the wall . . . One who can open the mind of a boy without committing statutory burglary . . . One who can develop the spiritual side of a boy’s nature, his character, the man in him, the man of feeling and emotion which can and will dominate both mind and muscle . . . One who can teach the boy how to get life—a far grander thing than to get a living. Above all, one who feels that as a teacher he is a born leader of men, a kingly citizen, and who does not propose to be degraded from his high estate.—Lloyd N. Morrisett.

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That statement seems to most people an astonishing one. Most think that the plan failed and is a discredited one. The first question, therefore they will ask be: "*Who says that it is the plan for India?*" I shall, therefore, begin by saying that to call attention to it and the new way in which we can begin to carry it out, the Calcutta University entered on a propaganda that had the support of a great phalanx of leading Indians of the time. It attracted attention also in every part of the world, and was written about with great approval by many besides the leaders of the co-operative movement and their press.

I quote the words of its eminent Vice-Chancellor at the time, the late Justice Sir Ashutosh Mookerjee, who said: "I had a series of lectures on the subject printed and sent to Professors of Economics in every part of the world and the result was entirely satisfactory: there were only favourable comments." Indeed some of the most eminent economists at the time wrote repeatedly approving warmly. Among these may be mentioned the world's great leaders of co-operation: Sir Horace Plunkett in England, Sir Dinshaw Wacha in India, Prof. Charles Gide in France, T. Carver in America, besides the professors of Economics and Sociology of several European, and American Universities. An outstanding feature of this propaganda for industrial development for India on co-operative lines was that it was supported by India's most eminent businessmen and men of practical affairs. Among these may be mentioned besides Sir Dinshaw Wacha, already referred to, Lord Sinha, Sir Dorab Tata, Sir Rajendranath Mookerjee, Raja Rishikesh Lal and a number of Calcutta businessmen, who signed a Calcutta "Hundred Citizens' Appeal" in favour of the plan. A third remarkable feature was the notice it attracted from eminent statesmen. Outside India the late King Edward, the Prime Minister at the time, and a number of Cabinet Ministers, wrote repeatedly in approval.

The Calcutta University continued its propaganda for renewed attention to the co-operators' plan for twenty-one years, and it was then taken up by the Osmania University publishing lately articles on it in its Magazine. The Hyderabad Government after a long consideration of the plan are now, on the initiative of Sir Akbar Hydari, and with the energetic support of the new Secretary of Government for Co-operation and Rural Reconstruction, and the officers of that department, taking the matter up. Two official Press Notes tell us that Hyderabad is giving support to a group of pioneers consisting of one B.Sc. of Bombay University and seven under-graduates of Osmania University desirous of demonstrating the fact that we can lay the

foundations of a co-operative system with a system of educational co-operative colonies. Such colonies are one of the features of the neo-co-operation, i.e., the new ways technical progress has opened up for us to start carrying out the old plan.

Every thoughtful person in India should be studying the co-operators' plan now that the most eminent people agree that, with certain modifications that technical progress has rendered possible, it is the plan for India.

No plan was ever simpler or more fascinating. The co-operators propose that a great cooperative organization should obtain control of industries of all kind and, having obtained that control, organize the whole group to produce co-operatively for use. A co-operative organization must in that way be built brick by brick, acquiring one industry after another, until it forms what may be called a "socialistic state within the State." It would be socialism, however, for those who want it, not interfering with those who do not. The idea has been rather eclipsed of late by the great popularity of socialism. But many people are of opinion that in the new form, that it can take now, it is the hopeful plan after all.

The Hyderabad Pioneer Non-Cooperative Colony is not exclusively for Osmania University students. It is inviting industrialists who have the necessary skill and knowledge to do some useful work in the colony to join. It will give suitable men help in a variety of ways. Pensioners or retired people wishing for suitable kind of occupation for retirement are particularly invited to consider the opportunities the colony might give them. They might have in it a profitable hobby "that might develop in time into a profitable industry perhaps for their sons or grandsons to take up later." Those wishing for information can apply to the Registrar, Co-operative Societies, Hyderabad-Deccan, or to the Colony Office, 9 Osmania University Building, N.P.O. Amberpet, Hyderabad-Deccan. Pamphlets will be sent to those forwarding a one anna stamp and address envelope to the last-named address.

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#### IDEAL TEACHER: RECIPE FOR THE MAKING OF

"Mix immortal youth with abounding health, add the maximum degree of experience, perfect tact, perfect patience and steadfast persistence, place in the crucible of school experience, bring to a slow boil, and while still sizzling turn loose on a cold world."—*Dr. A. D. Merriman.*

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## THE U. P. GOVERNMENT'S RESOLUTION ON EDUCATIONAL REORGANIZATION

*(Reprinted from the Government Gazette.)*

The question of reorganization of the present system of education had been engaging the attention of Government for a long time. Government appointed a Committee in March, 1938, to examine the organization, control and curricula of the present primary and middle classes of education up to end of class VII, to survey the extent and control of secondary and pre-university education and to make recommendations for reorganization and readjustment.

The Committee's recommendations are of a far-reaching character and involve consideration of intricate problems of policy and finance. Arrangements have already been made for their detailed and careful examination. The organization of the educational system is so intimately bound up with the welfare of the community that a certain amount of caution is necessary in undertaking alterations in the educational sphere. At the same time Government feel that great changes have to be made and bold experiments undertaken, if our educational system is to be brought into line with the advance made in other countries and made capable of meeting the growing demands of the community in the conditions obtaining to-day.

Government have already accepted the proposal of the Committee regarding the introduction of Basic Education—a term embracing education through concrete life situations and co-related with one or more forms of manual and productive work and the social and cultural environments of the child. A Training College was opened at Allahabad in August, 1938, to train graduates in the system of basic education. A similar institution was started at Benares for under-graduate girls which was later absorbed in the Allahabad institution. Forty-four men and 28 women have been trained in the principles of basic education. A refresher course was also conducted at the Basic Training College to train 98 selected district board teachers. Refresher courses have been started from 1st May, 1939, at seven centres. Two hundred and fifty teachers are being instructed at each centre in the principles of basic education and in the theory and practice of craft teaching on basic lines. These teachers finished their training about the middle of July after which they were sent to selected areas in each district to open Class I of basic schools. Thus about 1,750 basic schools would have been opened by the end of July, 1939, throughout the Province. These courses will continue until all the present district and municipal board teachers are trained to run basic schools. Thus a concrete and important step forward has already been taken with the acceptance of the principle of basic education and the opening of institutions for the training of teachers. The syllabus of training at the normal schools is also being modified so as to include a thorough course of instruction in the new technique.

Among the several recommendations made by the Committee one of the most important is that compulsory primary education should be imparted on a nation-wide scale free of charge and should extend for a period of seven years beginning from the age of seven. This must be regarded at present as the ultimate goal, if only for financial reasons. But it is certainly possible and desirable to make a concerted effort for the extension of education by starting schools in areas where they do not exist and inducing a larger number of parents to send their children to school. The recent awakening among the masses has created a distinctly favourable atmosphere of which the fullest advantage should be taken. The starting age at present in the existing infant classes is 6, and it is felt that it would not be desirable to make any change in this for the present, and consequently the Government have come to the decision that the basic education stage will begin from the age of 6 and last till the age of 13. The period of compulsion extends at present to five years and this may probably have to be continued for some time longer, but this question can be further examined departmentally. It is hoped, however, that it will be possible to work up to the period of seven years, as recommended by the Committee, at a later stage when the financial conditions are more favourable.

The Committee have recommended the substitution of the word "College" for what are at present styled as "High School and Intermediate Colleges." The Government feel that it would be in consonance with the current practice in the Province to give the name "Secondary College" to those institutions which will, in future, teach the full secondary course and will, therefore, correspond to our present Intermediate Colleges. In other words, the educational institutions before the University stage will be classified as (1) Basic Schools and (2) Secondary Colleges. During the period of transition, however, schools which cannot work up to the full secondary college course, will continue to exist and may be called secondary schools.

The Committee have commented upon the multiplication of examinations in the educational system, and have suggested the substitution of attainment tests. While generally agreeing with criticisms of the Committee as to the evils of the examination system, the Government are of opinion that during the transitional period examinations will have to be retained, though there is no reason why the number of such examinations should not be reduced as far possible. It is for this reason that the Government have decided that there should be for the present a public examination at the conclusion of the basic course and that during the interim period examinations will have to be carried on every much on the lines in vogue at present. Government accept the proposal for the establishment of a bureau for psychological tests, and will watch the results achieved by the bureau before coming to a final decision on the question of substitution of examinations by attainment tests.

The Government accept the recommendations of the Committee as to the medium of instruction for the basic and the secondary institutions. The medium will rightly be Hindustani. This will not, however, preclude any special arrangements which may be required for the teaching of any other Indian languages in the Province.

There is another important recommendation of the Committee in regard to the selection and supply of text-books, a matter of prime importance for the entire educational system. Government accept this recommendation and will arrange for the preparation of suitable text-books by enlisting the help of educationists both inside and outside the department. The Government, however, would reserve the right of buying up the manuscripts of the authors and arrange for suitable publication of these books for the use of educational institutions either directly or indirectly through publishing houses. The existing system has been found to be unsatisfactory and has given rise to serious complaints. It is hoped that the adoption of the new system will go a long way in removing the evils which are complained of at present.

Government attach the greatest weight to the recommendations of the Committee as regards the reorganization of Secondary Education. They will, however, have to be worked out and examined in all their aspects and implications before a final decision can be taken.

The Committee suggest that a survey of the potentialities of the Province in the matter of industrial development and requirements should be undertaken. This is a useful suggestion and work on these lines have already been taken in hand by the Industries Department. Government agree that such a survey would be helpful in determining the nature and amount of vocational training to be imparted not only in secondary schools but in vocational institutions as well.

The Committee has fully dealt with the question of the organization and administrative control of rural education. The Government appreciate the viewpoint of the Committee. There are, however, certain factors which have to be borne in mind, so that the growth and expansion of education may be facilitated while its efficiency may not be impaired. The district boards have played an important part in the rural educational system and their participation is essential for the attainment of the maximum results with the resources that may be available. At the same time Government realize that matters of a disciplinary nature and of a purely technical and academic character can profitably be best handled by the Education Department and its officers. Government intend to make necessary changes to carry out these objects.

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### ELEANOR ROOSEVELT

“I wish that as a nation we would think first of teachers in terms of character, personality, and the special gift of imparting enthusiasm for acquiring knowledge. The basis of good national education is good teachers, and they are worthy of adequate pay and security in their old age. If they can accumulate degrees and write books along any line, well and good, but the first requisite should be their ability to inspire youth.”

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## THE STAMMERER IN SCHOOL

BY

H. ST. JOHN RUMSEY, M.A.,

*Speech Therapist and Lecturer at Guy's Hospital.*

[*By the courtesy of the Editor of The Schoolmaster and  
Women Teachers' Chronicle.*]

As a former stammerer I have actual experience of the handicap caused by the stammering habit, and, as a former schoolmaster, I have personal experience of the annoyance caused by the stammerer and the waste of time which is unavoidable unless he is absolutely ignored. As a boy I experienced the disappointment of being refused a chance to answer an impatient master, but, on the other hand, I must plead guilty, at times, to using my disability to cover my inattention and even, sometimes, to avoid the detection of unprepared translation! As a schoolmaster, therefore, I was ready to notice the misuse of a stammerer to cover idleness, and at the same time I resented the waste of time caused by stammerers.

My object in writing this article is to help the teacher to give the stammerer the maximum amount of help while reducing the waste of time to a minimum. In order to do this effectively it is necessary to define a stammer, to compare its possible causes and to explain a logical and direct method of correcting the habit, these to be explained as briefly as possible.

### Definition of a Stammer.

All speech consists of the production of vocal tone in the larynx or voice box and the formation of words by movements of the mouth while the vocal tone passes through and out of it. *A stammer is an attempt to form words without the vocal tone out of which they must be formed if speech is to be normal.* Every teacher must have frequently seen a stammerer making the *shape of the word* but failing to produce its tune. Normal observation will convince any teacher that this is a true and accurate definition of what is called a stammer.

Opinions differ widely as to the cause of the stammering habit. Some authorities state that it is caused by attempting to speak at a speed beyond the powers of that particular individual and that excessive speed is the determining factor which causes the breakdown in the co-ordination of voice production and word formation. The fact that most stammerers can sing fluently indicates that as long as the production of vocal tone is uppermost in the mind the formation of words will present no difficulty. If any reader of this article was informed that a child could run but was intermittently unable to walk, he would say, quite rightly, that all that could be needed was some slight

adjustment and that the first step should be to find out what the child did in walking that was unlike the actions of running. Surely the same is true in speech. *As long as the child controls his voice in speech as he does in song his difficulties will vanish. That the vocal cords are not under direct control and can only be controlled by a mental picture of the sound desired is a fact realised by every doctor.* This is why the majority of the members of the medical profession accept this as the true definition of a stammer and why the speech clinics at the London teaching hospitals work on these lines.

### Another View.

There is, however, another school of thought that looks upon a stammer as a symptom of a general condition of nervous disturbance; they claim that the stammer is the result of the nervousness, not the cause of it. This view is held by some of the neurologists, and correction on these lines is carried on at some of the hospitals for nervous diseases.

That two such widely divergent and contradictory theories are held is surprising until we remember two indisputable facts which apply to all, or very nearly all, stammerers. The fact that most stammerers can sing fluently and can talk fluently as long as they use their voices in speech as they do in song is quoted in support of the theory that stammering is caused by insufficient voice control and must be corrected by increasing it. On the other hand the fact that a stammerer can speak fluently when alone is quoted to support the theory that stammering is caused by fear and anxiety and must be corrected by neurological treatment.

Whether the stammer is the cause of the fear, or the fear is the cause of the stammer, cannot be *proved*, but it is indisputable that each acts and reacts on the other causing a vicious circle, and we can reach our own conclusions by logical and common-sense reasoning. I would ask why a child should nervously anticipate a speech breakdown until it has happened? On the other hand what is more calculated to induce nervousness than to be subject to an intermittent breakdown of speech, such a breakdown being impossible to conceal?

### The Teacher's Part.

This brings us to the consideration of the teacher's share in effecting the correction of the stammering habit.

*Speaking slowly, firmly and smoothly will enable any stammerer to speak fluently.* This sounds too easy, too good to be true, but it is a fact that as long as a stammerer keeps strictly to this rule he will be able to pronounce any words or speak any sentence. When he breaks down it is his vocal tone that will have failed, he will be rushing to get over what he thinks is the difficult word, with the result that there is insufficient tone to "carry" the word. It is the loss of tone that makes the consonant difficult; if the real difficulty lay in the consonants, how could the stammerer sing the same word in a song?

By "slowly" I do not wish to give the impression of ponderous speech, but rather of speaking without hurry—in a leisurely way.

By "firmly" I mean the tone that gives an impression of decision and efficiency. We are apt to forget that we are not bivocal that there can be only one correct type of tone from each individual larynx, although there will be a big difference in volume in accordance with the requirements of the occasion. For instance, we need less volume for conversation in a room than for lecturing in a large hall. "*Speak as you sing and sing as you speak*" is a golden rule for both speakers and singers. For stammerers it is vital, it is the difference between fluency and stammering, between life with the advantage of a good voice giving the impression of efficiency and life with the handicap of a stammer.

By "smoothly" I mean the carrying on of the tone from one word to the next; in other words, the words should be linked together by continuous vocal tone throughout each phrase.

### Doing Yourself Verbal Justice.

Perhaps some readers are already saying that it is impossible for a schoolmaster to devote so much time and thought to correction of one stammerer. The fact of the matter is that all children will benefit if they are taught to speak slowly, firmly and smoothly. It is the right way to speak, the right way to use the speech machine, right because it produces maximum results with the minimum effort.

It is important to stress the fact that speaking slowly, firmly and smoothly is far more than a corrective for stammerers, it is the advice given by capable speech trainers to actors, barristers, doctors and clergy, in fact to all who wish to do verbal justice to themselves and their work.

There can be little doubt that empty theatres are largely due to the semi-intelligible gabbling so prevalent among the younger actors and actresses. Men who have ambition are realising more and more the importance of speaking well. A young doctor who reads a paper unintelligibly will never impress his audience however good his subject matter may be. The barrister who speaks quickly and therefore unintelligibly and whose voice carries no conviction cannot hope to influence a jury. In the teaching profession the value of clear speech cannot be overestimated. An authoritative voice is a great aid to the maintenance of discipline and unless discipline is assured quick and effective teaching is obstructed. In the commercial world a good voice and clear speech are of no less importance. The stockbroker, the banker and the salesman will do better business if their voices carry conviction.

### The Three Standards of Good Speech.

Lastly, the psychological importance of speaking slowly and firmly is not yet widely realised. Nothing corrects nervousness and increases self-confidence more than speaking slowly on a firm voice. By good speech I do not mean what is called the "Oxford accent" but speech that is easily heard and understood.



There are three standards of good speech. First, to speak slowly enough to be heard without effort; secondly, to be so easily heard that one can be understood without effort; thirdly, to be so easily heard that the most important points in the subject-matter can be remembered.

Speaking slowly and firmly will assist all in their work and it will give the stammerer freedom from a nerve-racking disability.

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### A VITALISING SCHEME OF EDUCATION

Will-power is the key-note to progress. 'Will to act' is the only inspirer of creation. Man may have a very high imagination. But it takes very little time to lapse into fantasy if it does not get the scope of being translated into action. The present-day educational system in India possesses a great devilish power to crush the very sources of creative activities inherent in the child. People of this country believe themselves as "highly educated." But unfortunately we are blind towards the mischief done by the present educational processes. We take pleasure in being inactive and idle. We have cultivated a sense of abhorrence towards all sorts of activities. Hence we have suffered in bodies and minds. The dignity of action is lost and we pride in being non-active.

Any vitalising scheme of education which will drive away this inertia for action and will inspire the educand for moving on, will be considered setting a 'New Era' for our country. The Wardha scheme of education has this spirit in its very inception. Its special feature is "The active child in the centre of education."

The scheme has got all the potentialities of reshaping the destinies of our nation, if it is rightly interpreted and properly executed.

—*Harbhai Trivedi.*

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## FOREIGN EDUCATIONAL INTELLIGENCE

### I. The International Federation of Teachers' Associations.

The Annual Conference of the Federation took place in Paris on July 14—16, 1939. The Conference dealt particularly with the tragical situation of Spain, Czechoslovakia and China and, taking specially in account teachers and children actually living in exile in France, carried the following resolutions:—

“This conference of I. F. T. A. expresses its deep sympathy with those teacher colleagues of Czechoslovakia, Spain and China who are now in exile, or suffering by reason of their distressful situation in their own countries, and transmits to them all a message of encouragement and goodwill. In order that this expression of sympathy may be given practical form the Conference recommends each constituent association of I. F. T. A. during 1939, to regard it as a moral obligation to contribute to the International Assistance Fund a sum at least equivalent to one France franc per member. The Conference hopes that the fixing of the low minimum standard of one franc per member, owing to the special circumstances of certain Associations, will not discourage all who can afford more, from contributing to the highest limit of their capacity.”

The Conference came to the following conclusions on the question:—

“*To what extent can the school give the child a sense of his duties as citizen and as an individual?*”

“(1) The growing importance of civic and national life has given a national character to public education in all countries.

(2) The growing importance of the economic and social aspects of life has shown itself in the various grades of teaching in schools in the form of vocational and professional preparation, which are to give each pupil an opportunity to fulfil his professional and social obligations in the best possible manner.

(3) Man is, after all, part of the universe and the prime value of humane education consists in making each man fully conscious of his dignity as a human being and in showing the continuity of an ideal applicable to the whole human race.

(4) Above and beyond the actual subject-matter set down to be taught in the schools of every country there are certain ideas to profess and uphold, which should be ever present in the teacher's mind and should permeate his work: The feeling that throughout the centuries human progress consists first and foremost in the acquisition and dedication of a certain number of ideas which can no longer be barred: respect for human personality and all that makes for greatness and

nobility, honesty, tolerance, a sense of justice, brotherhood; The value of political and social organisations in tending to safeguard personal liberty, to give a sense of security and provide everyone with occupations suited to their tastes and abilities; The feeling for every kind of link that binds men together in all ages and all countries; The consciousness of a debt to society which should make everyone strive to fulfil his appointed task as a good worker, to be a good citizen of his country and to take a conscious share in the progressive development of humanity.

(5) If education is to be national, it should not be dogmatic in character. Children are taught about previous forms of political and social organisation to help them to realise the process of evolution and progress; to show them also that progress is not always a continuous forward movement and that all nations have passed through times of acute crisis. Present-day institutions are not shown as being perfection; on the contrary, the impression should be given that such institutions, like all the works of man, are but momentary phases and capable of being improved *ad infinitum*. Thus each child should acquire the feeling that he, as a citizen, should be alive to the evidences of public life around him, aware of his own responsibilities and anxious to shoulder them.

(6) The teaching of a nation's history and literature should help everyone to form an idea of what constitutes the national genius: a country, great men, a nation, trials borne in common, aspirations shared. But, running parallel with this teaching of national history and literature, the history and literature of other peoples, as the child grows old enough to study them, will indicate both the differences between nations and their likenesses, both what it is that has separated them and what still, in spite of far too many clashes and battles, can unite them closely and dispose them to peaceful co-operation.

(7) The teaching of the geography of man, showing how the human race is distributed over the globe's surface, the different types of civilisation and the relations of human groups to one another, will show the various forms of such peaceful co-operation as they exist to-day.

(8) Above all, it behoves all teachers constantly to bear in mind the fundamental principles of human civilisation, which we have briefly outlined above, and to let these permeate all their work. The continuous steady effort of millions of teachers all over the world can and must tend to create the right moral atmosphere in which alone clear thinking can be fostered and necessary reforms be brought about."

The Conference unanimously adopted the following resolutions on "*Collective Education And The Children's Liberty*":—

"(1) Opportunities should be afforded in schools for pupils to be given freedom of action since it is essential for (a) physical growth; (b) mental growth; (c) training of will and development of character; and (d) as a means of preparation for life.

(2) The complete liberty of action of any pupil is not possible in a school. It is limited by (a) school discipline, which is founded on

the interests of the whole of the pupils; (b) the syllabus of instruction which must have regard to what a child should be taught as a member of a community and as a preparation for life; (c) the facilities for education available and the amenities and equipment possible within the limits imposed by financial considerations.

(3) The task of the teacher is to reconcile the conflict between the desirability of individual freedom and the limitation imposed by environmental conditions so as to afford the pupil the greatest measure of personal liberty."

—A. I. F. T. A. BULLETIN.

## II. Suggestions for the Teaching of Classics.

Some new ideas on the teaching of the Classics are set out in a pamphlet issued by the Board of Education, England, "Suggestions for the Teaching of Classics." (Educational Pamphlet No. 116, published by H. M. Stationery Office, Price 1s.).

The pamphlet falls into three parts. The first deals with questions of organisation, such as the age for beginning Latin, the selection of the pupils and the length of the course; the second indicates the lines of approach to a main school course and discusses such questions as the content of the course, the choice of a reader, oral and written work, the problem of mastery. The third part concerns the work of the classical teacher in the classroom both below and in the sixth form. Among other topics, it deals with pronunciation, translation, grammar, composition, home work and preparation, Roman civilisation and history, and Greek in the main school.

The pamphlet breaks away from the traditions of the past in assigning a central position to translation. In place of the old idea of studying grammatical forms through systematic exercises as a basis for composition, it makes the reading of Latin the primary objective and treats the study of grammatical usage as a means of extending the pupil's power to comprehend the language. "Grammatical forms can be understood only in a context, *i.e.*, translation; rules for composition are artificial if they have not been seen in operation in a paragraph of Latin; the enlargement of vocabulary most naturally comes, not from words in lists, but from words in a passage; and words discovered in this way are the natural material from which the pupils will "put together" again to make a new pattern in composition. Further, the study of a language cannot be divorced from the understanding of the background which gives meaning and precision to it. A mere manipulation of words is vain if they are empty ciphers without a meaning in terms of life and thought."

"The first motive in studying a language is to acquire power to take in thoughts expressed in that language, to understand what the author has to say. The purpose of the teaching of Latin is not primarily to produce facility in using a language, but to steady an ethos through its language. The second main motive is to discover the particular ways in which the language expresses thought and to compare

the language in this respect with languages already spoken or being learned.

"The experience which Latin-English work gives is logically prior to composition; and therefore the work of composing in Latin will be less advanced at any given moment than the work of translating into English. Pupils will first meet new usages and constructions in a Latin context; after they come upon examples of a construction in a context, the next step would be the formulation of the construction and finally an attempt to employ it. In all stages, therefore, the composition should have a close relation to the reader or author, and this relation is most easily and shortly described by saying that composition will involve an element of retranslation."

All the pupils should gain a reasonably full and definite conception of the character and achievement of the Romans. It is a fundamental mistake to regard "background" and civilisation as something to be added to a course of Latin. "In fact a prime reason for learning Latin is that it gives a first-hand approach to Roman Civilisation; study of 'background' should be inherent in the study of Latin at all ages and stages."

—*Scottish Educational Journal*.

### III. Training of Teachers in Scotland.

The report of the Panel dealing with "Training of Teachers" was submitted by Miss Pearl Kettles, Vice-President of the Scottish Educational Institute. After a lengthy discussion of the question, the Panel had summed up their decision in the following resolutions, which were unanimously approved:—

- (a) "Every teacher admitted in future to a State-aided school should be trained."
- (b) "All lecturers who are responsible for the training of teachers in Training Colleges and University Training Department should be trained and experienced teachers."
- (c) "Training Colleges should be associated with the Universities."
- (d) "It is recommended that the marks awarded for the practical teaching tests should not be divulged and that students should be recorded as having passed or failed in the subject of education as a whole."
- (e) "We affirm our policy that graduation for all teachers should be the aim."

### IV. The Educational Institute of Scotland.

The following are extracts from the Presidential Address by George Pratt Insh, M.A., D.Litt., to the annual general meeting:—

"With the rapid change in the political background, with the menace of the international problem, the whole situation has altered.

The challenge to democratic civilisation implies a challenge to democratic education. On the nature of the reply to the challenge to democratic education depends ultimately the survival of democratic civilisation. Let us be under no misapprehension: unless those who are in our schools to-day are provided with the very best education possible, the critical active intelligence of the individual citizen, that mental equipment which makes for success in the working of democratic institutions, cannot be looked for among those who will one day have to undertake the duties and the responsibilities of citizenship.

"In the light of this challenge to our civilisation and to our education we see the deeper significance of reform in education. It is the answer of our social and political faith. It is stern assertion that we do not despair of our great social and cultural heritage. And, mark you, the principles of reform that are advocated by your fellow-teachers are principles arrived at by the essentially democratic methods of investigation and discussion. It is a group of our own colleagues who have brought their intelligence, individual and collective, to bear on the problems of our schools; they have sought advice from many experts: they have welcomed counsel from many quarters: but ultimately the Reform Reports represent the integrated intelligence of a democratic profession.

"If one were to endeavour to anticipate very briefly the influence on our schools of the reforms advocated by our colleagues in answer to the challenge to education one might say that the immediate influence will be two-fold; a keener zest in the actual work of the school, a deeper realisation of the relation of the school to the community. May one venture to hope that very soon another aspect of that influence will reveal itself, an aspect complementary to and transcending those we have already mentioned; the realisation that the education of the years of school is only the beginning of an activity that should continue all through life?

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"Alike from the standpoint of the individual and of the community, it would not be too much to insist that the chief criterion of the success of a school career is whether or not it has stirred in the mind of boy or girl the eager desire to go on. This is not, of course, a matter of professional or technical studies—the demands of profession or business will insist on adequate attention to those—but rather of what we may call the humane studies and the sciences. In those great records of human activity which we call literature and history, in those records of man's investigation of the secrets of nature which we call the sciences, surely the young man and the young woman have available the means of living a life of rich and varied interest, or providing a cultural background to their daily life—a background that will invest that daily life with a fresh and vivid significance. Do our school studies encourage the young traveller to press on to those living streams that so abundantly refresh the eager explorer?

"And when we turn from the individual to the community is not the problem equally vital? The success, nay, the very survival, of a democratic civilisation depends on a very high standard of education in the individual citizen. Most of the great questions of to-day,

national or international, demand for their appreciation a knowledge of history that is simply out of the question for the ordinary school child. But if your history is so taught at school that a child has very little inclination to read a serious historical work after he has left school, what does it profit him if somewhere among his belongings he preserves the dusty and tattered parchment of a Leaving Certificate?

"Apart from a knowledge of historical background the great political problems, national and international, demand for their proper appreciation a trained judgment and a very considerable power of weighing evidence. Now such a judgment and such a power of assessing evidence are the characteristics of a mature and educated mind. If we are going to look for these characteristics among the individuals who form our democratic communities, we must make provision for a widely developed system of adult education; and we must prepare our pupils in the schools to look forward to such further education as the normal, nay, the desirable continuation of school studies."

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"And when we turn from the Institute to ourselves as individual teachers surely there is little doubt of what our duty should be. We must remember that as the honour of an army is in the keeping of the individual soldier, so the honour of our profession is in the keeping of the individual teacher. And however dark the immediate future may appear let us face it with courage and with resolution. Let us remember that in the faithful carrying out of our daily work lies the best, nay, the only real preparation for better days. And by the intensified devotion of our daily work let us make our personal answer to the great challenge to education."

## **V. The National Union of Teachers, England.**

*(Extracts from the Presidential Address by Mr. George Chipperfield to the Llandudno Conference.)*

"The school is acquiring an ever-widening connotation which now embraces within its sweep "out-of-school" activities of many kinds. Like many of my colleagues, I have personally taken a keen interest during recent years in these wider activities of the school and confess to a specialised interest in camp schools and holiday camps. The contribution such camps could make to a well-planned physical fitness movement is not yet generally appreciated. Fresh air, wholesome food, regular hours and simple camp duties work wonders with children—and with grown-ups, too, for that matter. In camp boys and girls discover new interests and give evidence of hitherto unrevealed abilities. Friendly co-operation within a closely knit social fellowship is a great part of camp life, and its mental and moral benefits cannot be overestimated. These manifest themselves in cheerful obedience, the cultivation of habits of neatness, regard for the rights, well-being and comfort of others, and a refreshing sense of responsibility. Without qualification I commend the school camp as a powerful instrument of practical education and social training. So convinced of its value am I that I would like to see a period of such community training made a part

of the education, not of a fortunate few, but of every healthy child in the land."

"At the moment the acute political consciousness which holds the world in thrall tends to place great emphasis on the scholar as a potential citizen, and every day to thoughtful teachers the question arises: 'What shall we make of the boy in our charge?' How shall we regard him? Are we, for instance, out to train individuals alone or to train citizens, and, if so, to what extent?' Obviously, all State systems must keep the latter aim in view, and in some countries the teachers are saved the trouble of thinking in this field at all. The State is regarded as supreme and the individual entirely subservient to its interests. But in England the teachers' task is to combine both aims. This involves delicate balancing in order to be fair to the individual on the one hand and to the State on the other. The English view is that in fashioning the citizen it is not necessary to emasculate the individual, and all teachers hope to do in practice is to find and maintain something like a just and wise balance. The teacher must regard each scholar as a free personality who will also need to become an efficient citizen. In so far as he is to be a citizen he must be regarded as a certain future voter and as a possible Prime Minister. The English teacher prizes his freedom from specific State direction as a precious possession. The mass production of one-tract minds is not his job. He teaches within a nation which believes that the greatest gift in life is human personality, and that when this is robbed of its free play life is robbed of its essential dignity."

#### VI. Association for Childhood Education.

The Association for Childhood Education has 367 local branches and state groups in U. S. A., Puerto Rico, Canada, and Japan. Membership totals more than 30,000. The purpose of the Association as expressed in its constitution, is "... to disseminate knowledge of the movement for the education of young children; to bring into active cooperation all childhood education interests, including parent education; to promote the progressive type of education in nursery school, kindergarten, and primary grades, and to raise the standard of the professional preparation for teachers and leaders in this field." Among its activities are the publication of a magazine CHILDHOOD EDUCATION, and special bulletins, dealing with current educational problems; the maintenance of committees which study and report on problems and projects of interest to members; the sponsoring of 367 branch organizations with programs of work adapted to their particular needs, and the giving of informational service to individual teachers. Headquarters of the Association for Childhood Education is 1201 Sixteenth Street, Washington, D. C.

#### VII. Education for World Citizenship.

At the conference on "Education for World Citizenship" growing alarm was expressed at the apparent apathy of educationists in the present critical world situation.



A symposium on the teaching of Civics revealed that in some of the more progressive schools the totalitarian menace is being recognized, and steps are being taken to give effective training in democratic citizenship. Mr. Michael Steward expressed belief that liberty, justice and tolerance should form the groundwork in all instruction, and that an understanding of government recent events, and elementary political theory must form part of every post-primary curriculum. Mr. C. H. Wilmot urged for the teaching of tolerance, but deprecated the too open mind, which did not admit of a definite point of view. Mr. W. B. Curry declared that the ideal teacher allows his pupils to govern the school, and he interferes only when his advice is sought or when some question arises which involves obligations to the parents, or the State. Mr. John Katz made a strong plea for world civilisation and a return to a new League of Nations. But he deprecated Wellsian cosmopolitanism and anti-patriotism. World history, he said, should be the central subject of the school curriculum; this must not be merely taught, however, but wisely interpreted.

It was evident that outside events have caused a growing concern in England on questions of curriculum, and that progressive as the Spens Report may be in certain directions, it should have given greater attention to the training for good citizenship in a democratic state—not only in grammar schools, but in all types of secondary schools. So strong was the feeling for immediate action that the conference passed six resolutions to be forwarded to all authorities responsible for State aided education. Two resolutions related to the need for introducing immediately the subjects of Universal History and Civics in all post-primary schools. A third resolution pointed out that a course in general science should replace the study of a particular science. Two further resolutions stated that these subjects should be given examination status, and be set subjects in the general and higher school certificate examinations, and that a pass in Universal History should be required of all students proceeding to a university. Finally, a plea was made for schools to train pupils in voluntary co-operation and the working of democratic institutions by introducing the greatest possible amount of freedom into school government. (*Adapted.*)

## REVIEWS

*A Concise History of The Indian People.* By H. G. Rawlinson, C.I.E., M.A., F. R. Hist. S. Published by Oxford University Press. Price Rs. 2-8-0.

This Matriculation text-book for Indian students is excellently written, accurate and admirably proportioned. It is an improvement on Smith's *History of India* and meets the requirements of the matriculation examination of our universities. Its illustrations which are more than 125 in number are authoritative and illuminating. The author has anticipated the needs of students and met them by giving leading dates at the end of each chapter and by providing examination questions on it at the end of the book. The Index is valuable while the subject-matter incorporates the Indian Bill of 1935. The volume is thoroughly readable and interesting and may prove of use to Englishmen even, in acquainting them with India and its peoples.

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*Lands Beyond The Border.* By Dewan Bahadur H. L. Kaji, M.A., B.Sc., F.R.S.A., I.E.S. Published by The Oxford University Press. Price Rs. 3.

This is a successful attempt to place within easy reach of the student a small volume, dealing with those countries and regions which on account of their situation are in close association with India or in which India is particularly interested. It provides materials not only for geographical study but also discusses briefly their progress and problems with special reference to the interest they have for India. Prof. Kaji has done a great service to Indian students by choosing for detailed study the countries in our vicinity about which we know very little. He has classified these countries under six broad headings: Western Borders, Northern Borders, Eastern Borders, Southern Borders, Across the Indian Ocean and our Great Eastern Neighbours. Afghanistan, Soviet Central Asia, Iran, Iraq, The Arabian Coast in the west; Nepal, Tibet and Sinkiang in the north; Burma, Siam, British Malaya, French Indo-China, The East Indies in the east; and Ceylon in the south; have all been described in detail. The land across the Indian Ocean

which has received attention from Prof. Kaji consists of North-Eastern Africa (including Egypt, Sudan, Abyssinia, Eritrea, Somaliland), Kenya and Uganda, Tanganyika, Mozambique, The Union of South Africa and Indian Ocean islands (including Madagascar, Mauritius and Reunion islands). Among our great eastern neighbours we have China and Japan. The author concludes the book with statistics of Area and Population with regard to these countries, of the Population of Indians Overseas, of Foreign Trade of certain countries and of India's Trade 1937-38. The various sections of the book are full of up-to-date information presented in a systematic way so that the readers and students may obtain the greatest help possible when studying the countries treated in it. The format of the volume is very attractive, the matter being printed in large type and illustrated with invaluable maps and diagrams. The book can be cordially recommended for its wealth of information as well as for its sound workmanship. We should have liked an Index added to it.

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*Biology For Senior Schools. Book II.* By M. R. Lambert, M.A. (Oxon.). Published by Messrs Macmillan & Co. Price 2s. 6d.

This text-book, the 2nd volume of a series of three written on the concentric system, is meant for children of twelve and takes them further afield in the general survey of the natural world, leading them into deeper investigations of the processes and wonders of the facts of life. The apparatus and materials used in the experiments are simple and easily obtainable. Each chapter is carefully and clearly written, without any avoidance of useful scientific terms and is excellently illustrated. The questions given at the end of chapters will prove specially useful. The volume is admirably produced and deserves introduction in Indian schools.

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*An Introduction To Nature Study. Revised Enlarged Edition (1939).* By Ernest Stenhouse, B.Sc. (Lond.). Published by Messrs Macmillan & Co. Price 4s. 6d.

A simple and straightforward book, written by a practised writer, well-equipped for the task of writing a text-book on Nature Study. It is divided into two parts: one dealing with plant life and the other with animal life. The first part has 12 chapters

dealing with growth from seeds, plant feeding, leaves, buds, stems, flowers, grasses, trees, fruits, ferns, mosses, and ecology of plants. A phenological appendix and a monthly nature calendar complete it. The second part has ten chapters and deals with the rabbit: a typical mammal, how it lives, some other mammals, the pigeon: a typical bird, the development and the education of the chick, some familiar British birds, frogs and tadpoles, common insects, crustaceans, etc., and the ecology of animals. A chapter on school journey, a monthly nature calendar and an index complete the book. "The chapters are divided into sections, each of which consists of two parts: first, precise instructions for practical observations and experiments, designed to exercise the reasoning faculties of the students; and, second, a descriptive portion, in which the meaning and relations of the result obtained are discussed. At the end of each chapter is a number of additional exercises either original or taken from past examination papers." The book will be found useful "not only in schools and training colleges, to examination candidates, but also to members of field clubs and to students of natural history generally." The author's definition of the aim of nature-study as, "a training in methods of open-eyed, close and accurate observation, especially of familiar animals and plants, which shall teach the students to see what he looks at, and to think about what he sees," is worthy of notice. The illustrations are numerous, interesting, and well reproduced. It is a capital book and deserves to be unreservedly recommended.

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*A Guide To Chemical Laboratory Practice For Beginners.* By H. Basset. Published by Messrs Macmillan & Co. Price 2s. 6d.

Professor Basset has performed a very useful service in providing students with this manual for chemical practice in the laboratory. It is commonly found that many beginners are woefully slipshod in their methods and it is most important that they should learn from the very beginning, "that good, accurate, and reliable results can only be obtained if every operation is carried out with proper care." The notes detailed in the volume are meant "to lighten the task of the teacher and improve the outlook and work of the pupils whether in the school or in the University." They have been grouped under three chapters: general, materials and apparatus, and operations. The language is clear and precise while the instructions are accurate and to the

point. The notes are illustrated with good figures and diagrams. We are sure teachers and students will both welcome this compact chemical laboratory handbook.

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*Introduction To Geometry.* By A. W. Siddons, M.A. and K. S. Snell, M.A. Published by The Cambridge University Press. Price 2s. 3d.

This book is an introduction to "A New Geometry" by the same authors and aims at enabling the pupils "to develop their perception of space by a combination of *viva voce* work which encourages them to think, and written or drawing work which gives self-activity." It is admirably designed for the specific purpose that the authors have in view. They have foreseen the difficulties that must arise when a young pupil begins Geometry for the first time and have tried to give him all the concepts by drawing and handling various shapes and figures connected with every-day life. The introduction is by means of three dimensional figures and hence "the first two chapters are mostly concerned with solid objects and their nets." Then "the idea of an angle and of its measurement is developed" and is followed by the introduction of accurate drawing and scale drawing. Gradually "the facts about angles, parallels and triangles are discovered and applied to numerical examples and drawing." The loci in two and three dimensions, symmetry, congruent triangles, quadrilaterals, similar figures, the circumference of a circle, areas, the theorem of Pythagoras, solid geometry and co-ordinates are all incorporated in the body of the book and have been treated with care and precision. Six revisional papers, a list of all the facts deduced from the foregoing exercises and an index are valuable appendices. The number of exercises is sufficient to drill the student in applying his knowledge. The print and diagrams are exceptionally clear and the subject-matter is carefully graded. The book can be confidently recommended as an introductory course in Geometry.

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*Concise Matriculation English Grammar and Composition.* By F. J. A. Harding, M.A. Published by Oxford University Press. Price Re. 1-12-0.

This book offers an excellent collection of examples for practice in analysis, parsing, synthesis, direct and indirect

narration, punctuation, summary writing, paraphrasing and the writing of stories, essays and letters. There are also chapters on figures of speech, idioms, common errors and prefixes and suffixes. A final chapter on the appreciation of poetry completes the volume. For teaching purposes the author's definitions and illustrative examples will add enormously to the value of the book. The matriculation students will find in it a guide, ready at hand, "which they can consult easily and which will give them the information they need as clearly and simply as possible."

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*Women Of Modern India. Grades I—V.* Published by Oxford University Press, Price: Grade I. 2½ annas; Grade II 3 annas; Grade III 3½ annas; Grade IV 4½ annas; Grade V 5 annas.

This is a graded series of interesting biographies of noted women of modern India meant for supplementary reading in the various classes of our schools. The first two giving the biographies of Pandita Ramabai and Mrs. Ramabai Ranade, written in easy English and printed in bold type are suitable for juvenile readers. The third which gives an account of the life of Sister Nivedita and the fourth relating histories of Sarojini Naidu and Annie Besant, are meant for the junior students of middle sections. The fifth volume narrates the lives of Toru Dutt, the Begum of Bhopal and the Maharani of Travancore and is designed for the more advanced students of the middle schools. All the biographies have been written with sympathy and reveal to the adolescent reader the personality of the craftsman as well as the interest of her work. The stories are well told and the illustrations are excellent. These booklets will have a wide sale in India.

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*Macmillan's New Study Readers: (10) Peroo And Spot; (11) Aly The Philosopher And The Whistler; (13) The Birthday And The Family Dog; (15) Christmas Pantomime And The Sea Captain; (20) Kit Goes to Burma.* Price 4d. each.

These unpretentious but useful little booklets, intended for young pupils have been written for pleasant reading as well as intensive study. The children will be amused as well as instruct-

ed and will have practice in reading good English. Each reader has some exercises in vocabulary and sentence-making given at the end and is well illustrated. The series consists of 21 readers which are all excellent for the purpose of training children to read and understand and enjoy English.

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## IMPROVEMENT OF INTELLIGENCE

Information from a mid-western psychological laboratory suggests that an individual's IQ can be changed—either raised or lowered. This conclusion was reached as a result of an extensive study of children. Those who came from under-privileged homes and were placed in better than average homes were found to have improved IQ's after a few years in the new environment. Similarly, those who came from better than average homes and who were placed in inferior environments were found to lose their original IQ ratings.

Of special interest are the conclusions emanating from this institution as to how intelligence is created. Following are the most important of these conclusions:

Dull parents are as likely to produce potentially bright children as are clever parents.

The ancient controversy over nature v. nurture is beside the mark, for intelligence depends upon nature and nurture.

Changes in intelligence occur mostly in young children.

The way to improve a child's intelligence is to give him security, encourage him in habits of experiencing, inquiring, relating, symbolizing.

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## EDUCATIONAL NEWS AND NOTES

BY

Principal K. S. VAKIL, M.Ed., I.E.S. (Retd.).

### **Administration : A Tough Job.**

“Ten years ago, we never bothered to study administrative problems, the subject was summarily dismissed as being just so easy, but now when we have assumed administrative responsibilities, it is realised that administration is a tough job. I am glad, therefore, that you are opening a study circle, where I hope you will also study problems of administration so that when you are called upon to take your share in the governance of the country, you may acquit yourself well,” observed Mr. Sampurnanand, Minister of Education, U.P., while inaugurating a study circle under the auspices of the Lucknow branch of All-India Students’ Federation. The Minister was confident that in the very near future, India was going to be free, and, therefore, the students should study national problems critically. Merely the uttering of catch phrases was not going to lead them anywhere. He was a Socialist, and he was glad that Socialist ideas were having a wide appeal among the students. He, however, hoped that they would study the fundamentals of Socialism as formulated by great masters, and try to apply them to Indian conditions. Concluding, the Hon. Minister said that the study circle involved solid work, but the enthusiasm of present-day students often fizzled out. He hoped that this would not be said of the Lucknow Study circle.

It has been a fashion now-a-days for students’ organisations to air the views of their elders, to foment strife among students and teachers, to organise students’ strikes, to shout slogans only and to try to obtain a whiphand over others by any means. The Hon’ble Mr. Sampurnanand’s plea for a critical study of national problems has not come too soon. We hope his advice would tell and the students’ organisations will give a reorientation to their movement and undertake nation-building and social service activities for the good of their country.

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### The Uniformity of Text-Books.

The following extracts from a leading article in *The Leader* of Allahabad will be read with interest:—

“The Bombay Government’s proposal to introduce uniform sets of text-books in schools has caused anxiety among parents, educationists and others interested in the education of children. The question was discussed at a conference held at Poona under the presidency of Dr. R. P. Paranjpye. The president expressed the opinion that from the point of view of educational efficiency it was necessary that teachers should have as wide a freedom of initiative as possible. All improvements in educational methods had resulted from experiment by trial and error. Education was not an exact science. Under a regime of uniformity, Dr. Paranjpye said, progress would be very difficult if not impossible.”

“Mrs. Lilavati Munshi, who moved in the Bombay Assembly in April, a resolution advocating the introduction of a uniform set of text-books, prefaced her speech with the obiter dictum: ‘Of course, teachers do not like uniformity in text-books because it is against their interests. Most of the people who write text-books are teachers, and they make a little more income out of writing text-books.’ Consequently, those belonging to the Congress school of thought, may not attach importance to Dr. Paranjpye’s views. Has he not been a teacher all his life? But we expect others who do not have such a low opinion about the character of their fellow countrymen and that of teachers in particular, to consider impartially the view expressed by Dr. Paranjpye. Incidentally it is interesting to note that while, on the one hand, teachers are considered in Congress circles so corrupt that in order to make a little more money out of text-books, they will ignore the interests of students, on the other hand, it has been proposed that the promotions of students from class to class should be decided by teachers and that examinations should be abolished.”

“The production and selection of text-books should be left to educationists who understand the requirements of students better than party propagandists. We know that there has been among publishers in the past a certain amount of unhealthy rivalry which has given rise to some undesirable practices. But it should be possible to check this evil by means other than the one proposed which will lead to the standardization of opinion, a serious menace to the liberty of a people.”

We are not in agreement with everything that *The Leader* has said, but the main conclusion of our contemporary that the question of text-books should be left to be solved by the teachers themselves is a very sound one and should be accepted. The politicians generally have a great temptation to encroach upon the liberties of the teaching profession. How we wish they could resist the temptation.

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### Arbitrary Dismissal of Primary Teachers.

We are indebted to the *Progress of Education*, Poona, for the following:—

“The Ahmedabad District School Board had opened a training class for Primary teachers in the Gujarat Vidyapeeth, to which fifty teachers are deputed. These teachers were compelled to live in the hostel attached to the Vidyapeeth, paying for their boarding and lodging charges Rs. 12 a month. No teacher was permitted either to live or dine outside the hostel. Rules 2 and 4 of the hostel rules are as under:—

- (2) No other kind of cloth except the hand-spun and hand-woven Khadi will be permitted to be used in the hostel. Teachers should, therefore, bring with them only Khadi clothes and Khadi bed sheets.
- (4) Caste distinctions or untouchability will not be permitted in the dining hall of the hostel. All teachers, Hindus, Moslems, Indian Christians, and Harijans will have to sit for the dinner in a line, one with the other, and any teacher will be asked to do the work of serving the food.

“Some of the teachers, ordered to attend the training class, applied to the Administrative Officer to the effect that they were poor teachers, earning only Rs. 15 a month. They could not afford to buy immediately all the Khadi clothes. They would gradually purchase Khadi clothes. As they were orthodox Hindus, they had a religious objection to dine sitting in a line with Harijans or to eat the food served by a Harijan. They may, therefore, be permitted to dine outside the hostel. If these two requests of theirs were granted they were prepared to join the training class or else the order deputing them to the training class may be cancelled.

"In reply to this reasonable and modest application of theirs they got from the Administrative Officer an order to the effect that their services had been dispensed with."

We wonder if it was a wise step and concur with our contemporary that the D.P.I. should exercise his potential powers and reinstate the teachers concerned.

### **An Undesirable Madras Notification.**

We quote below in full the notification of the Government of Madras which has caused a good deal of commotion in educational circles in South India:—

"In the Grant-in-Aid Code, the following rule shall be inserted as rule 15, *viz.*:—

15. A member of the teaching staff or other establishment employed as a whole-time or part-time servant, whether salaried or not, in a school or college which receives aid from Government shall not stand as a candidate, or interfere, or use his influence in any way or do anything in aid or in obstruction of any candidate, in an election to a legislative body constituted under the Government of India Act or under the Government of India Act, 1935, or to a local authority, nor shall he take part in, or subscribe in aid of, any electioneering party organisation:

Provided that if he is qualified to vote at such an election he may exercise his right to vote but shall, as far as possible, avoid giving any indication of the manner in which he proposes to exercise, or has exercised, that right.

The manager of a school may be required by the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed in the school, who contravenes the provisions of this rule. Failure of the manager to comply with such requisition shall render his school liable to forfeiture of Government Grant."

We are at one with the many educationists of South India including Rt. Hon'ble Sir Srinivasa Sastry, the Doyen of Indian Educationists, in thinking that this rule is a serious encroachment on the civic liberty of the teachers of aided institutions and that the educationists of South India should continue to agitate until it is rescinded.

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### **Social Work by University Students.**

Mr. Chandrasekharan, the Pro-Vice-Chancellor of Travancore University, while proposing a budget grant of Rs. 840,000

for the University, expressed the opinion that every candidate for a University degree should do some social work before he became entitled to the degree. We wish Mr. Chandrasekharan could be more definite.

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### **Adult Education and Universities.**

Inaugurating the programme of Extension Lectures the other day, Diwan Bahadur S. E. Runganadhan, Vice-Chancellor of the University of Madras, said, in the course of his speech that the conception that a University was concerned only with the promotion of education and research was now an antiquated idea; it was now believed that the Universities should not only look to the training of those within its portals, but also to the adult population round about them. Acting on that they had adult education schemes in every University in the world. In the Western Universities, he said, there was provision made not only for extension lectures, but also for tutorial classes for the benefit of those who had not undergone any University courses of study, so that they might have the opportunity improving themselves culturally and even professionally.

Indian Universities are not strong enough to train all the youngmen who knock at their doors. We are constantly thinking of ways and means of restricting admission of youngmen to our universities. Under these depressing conditions to dream of Universities embracing adults within their folds is Utopean.

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### **Baroda Literacy Campaign**

Baroda State has launched a vigorous literacy campaign all over the State, paying special attention to backward areas and communities. An elaborate scheme is being prepared. Meanwhile the authorities have already instructed Headmasters of Secondary and Primary Schools to form units for the purpose of carrying on the literacy campaign in a sustained manner in the villages adjacent to the schools. We are sure Baroda State will not lag behind in the matter of illiteracy.

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### **Mass Literacy in Orissa.**

A meeting of the Provincial Mass Literacy Campaign Committee was held at Cuttack under the chairmanship of the

Hon'ble Mr. Bodhrum Dube, Education Minister. The Committee, it is understood, discussed various aspects of the literacy campaign to be carried on in the province and decided to concentrate the campaign at two places, one adjoining the urban areas and another in the interior under the direct management of the Committee. The Committee further decided to supply free of cost charts, books, news sheets, lamps and such other necessities to centres started by private individuals or societies. The Committee also discussed ways and means for attracting the people to the campaign. A provincial literacy officer will be appointed to be in charge of the campaign all over the province, and the Committee members will be entitled to supervise the work. It is understood that the Committee further decided to observe a Mass Literacy Day to popularise the campaign. The date will be fixed later on. The Committee also approved a scheme of library through which books will be supplied to literates.

The Government of Orissa are forging ahead and deserve the support of all right thinking men in their noble campaign against illiteracy.

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### **Physical Training for Kisan Boys.**

A "Keep Fit" movement has been introduced amongst Kisan boys by the Bhopal Government. Boys are recruited from villages throughout the State and are given a course of physical culture lasting a month or six weeks. During the course the boys, whose ages range from 12 to 13, are encamped at Nawab's shooting box. They are coached by instructors of the State's Army. The enlightened Nawab Saheb of Bhopal deserves our congratulations for this progressive movement.

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### **Physical Education in Madras.**

The Madras Physical Education Committee appointed by the Reorganisation of Secondary Education Conference has recommended that physical education, both theoretical and practical, should be a compulsory subject for the S.S.L.C. Examination. The recommendation is well timed and most welcome at this juncture when war is likely to create a demand for the services of trained, able-bodied Indian youth.

### **Basic Education in the United Provinces.**

The Basic Training College of Allahabad for the training of graduates in the scheme of Basic Education and a similar institution at Benares for undergraduate women, opened last year by the Government of the U.P., have already trained 44 men and 28 women in the principles and practice of Basic Education. Further, a Refresher Course conducted at the Basic Training College has trained 98 selected district local board teachers, and seven Refresher Course organised last May at other centres have each trained 250 such teachers. The teachers so trained have thus become available for the 1,750 Basic Schools proposed to be opened this year. Later the Premier while distributing diplomas to the successful trained teachers paid a tribute to Hon'ble the Education Minister's work in this direction and emphatically endorsed the principles of basic education. Even Mahatma Gandhi expressed appreciation of the work undertaken in U.P. We are sure Basic Education will succeed in U.P.

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### **School Text-books and Bureau of Educational Research.**

The Primary and Secondary Education Reorganisation Committee appointed by the Government of the United Provinces has recommended Government to undertake the preparation of suitable text-books for primary and secondary schools with the help of educationists working inside and outside the Education Department, reserving the right of buying up the manuscripts from the writers and arranging for their printing and publication either directly or indirectly through publishing firms. The Committee has also recommended the establishment of a bureau for psychological tests. The Government of the United Provinces have accepted the recommendations. We welcome the decision and congratulate the U.P. Government on the lead they have thus given to other provinces in the direction of organisation of arrangements for educational research.

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### **Educational Reorganisation Committee in C.P.**

The Honourable Mr. S. V. Gokhale, Minister of Education, had appointed in June last the Secondary Education Reorganising Committee with himself as Chairman of Education to overhaul the present system of Education along desirable lines and with a view to adjusting it to the Wardha Scheme. Mr. N. L.

Inandani, M.A., I.D., Head Master, New High School, Miss Rangarao, Principal, Nagpur Women's College, Dr. Seth, Ph.D., and others are members and in the absence on leave of Dr. V. S. Jha, the D.P.L. C.P., is officiating as Secretary to the Committee, which sat in the second week of July last and has prepared and issued a detailed questionnaire. It is likely that the Committee in whole or in part may have to tour in the Province and take oral evidence of educationists. The C.P. has already taken the lead in establishing the first Wardha Scheme Training College and the Vidya Mandir Schools. The presence of Mahatmajī in Shegaon (Wardha) adds inspiration to both workers and the Government and, it is hoped, the report of the Secondary Education Committee will be constructive and illuminating.

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### **Vidya Mandir Bill.**

The Government of the Central Provinces propose to introduce a Vidya Mandir Bill in the C.P. Legislative Assembly with a view to investing the Vidya Mandirs with a corporate existence so that gift-deeds of lands given to them may be executed in favour of the managing committees of the respective Vidya Mandirs without their having to be registered under the Societies Registration Act, 1860, and that proper financial administration and constitutional working of the Vidya Mandirs may be ensured. We wish all strength to the Education Minister's elbow.

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### **Overhauling Present System in Sind.**

The proposal of the Sind Government to evolve a new system of education on the basis of the Wardha Scheme advanced a stage further when the Sind Educational Reorganization Committee composed of prominent educationists of Sind met for the first time under the presidency of Pir Elahi Bux, Minister for Education. The meeting prepared a long questionnaire to be circulated among various educationists in the province as well as Sindhi Professors, residing outside the province to elicit their views thereon. The questionnaire covers a wide field for thoroughly overhauling the present-day education to suit modern conditions. It invites opinion on how the Wardha and the Vidya-mandir schemes would be suitable to the conditions obtaining in Sind and what should be the minimum age for admission and for the completion of school work to make the pupil profit by such education. It further seeks opinion whether co-education can be introduced in villages and, if so, up to what age should girls be

allowed in such institutions. Views on the possibility of shortening the present duration of primary and secondary course and prevention of wastage and stagnation in the present system are sought and suggestions for improving the existing arrangements for physical education in primary and secondary schools and for remedying malnutrition of school-going children are also invited.

The Minister of Education (Sind) is a progressive educationist and has our sympathy in the difficult task ahead of him.

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### **Reorganisation of Secondary Education in Madras.**

The official Conference on Secondary Education which recently met at Madras arrived at the conclusion (1) that Secondary Education should consist of two stages—Middle, comprising Forms I, II, and III and High comprising Forms IV, V, and VI and (2) that the Secondary School studies should be bifurcated after the Fourth Form into (i) a Pre-University Course and (ii) a Vocational Course. We refrain from comment unless we have the entire report in our hands.

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### **School Examinations In Soviet Russia.**

An English lady who has served as a teacher for several years in Soviet Russia reports that school examinations in that country are conducted without any nervousness on the part of the children. This is due to the following facts:—

1. Two weeks' rest from school before the examinations.
2. Not more than one examination a day.
3. A day's rest between each two examinations.
4. Oral examinations only in all subjects except Russian and Mathematics.
5. Preparation and giving of questions by their own teacher in children's own classroom.
6. These prepared questions examined to see that they really aim at finding out what the child knows and not to trip him up.
7. The right of any teacher to ask supplementary questions should he or she not be satisfied that the child has answered to the best of his ability."

Would that we had such school examination conditions for our children here!

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## Indian Education in Encyclopaedia Britannica.

The following letter addressed to the Editor of the *Encyclopaedia*, London, needs no comment as no reply has been received for it:—

" May I take the liberty to point out that the sentence with which the section on Education in British India begins in column 1 of p. 215 of the Book of the Year 1939 does not correctly represent facts. The writer says: "In view of the reorganisation of Indian administration now in process, education is temporarily in the background." This is far from correct, as will appear from Lord Meston's remark on p. 331, column 1, of the book that for education, sanitation, and the like "large-scale plans were prepared and considerable beginnings made." There is no year in the history of British India in which education was so much in the foreground as the year 1938. During this year, all the Provincial Governments undertook large financial commitments for primary education, girls' education, education of backward classes, education of illiterate adults, training of teachers, vocational education, and physical education and initiated great measures of educational reform. I suggest that in future some Indian educationist who is in close touch with educational progress in India may be invited to write this section."

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—K. S. Vakil.

### OBITUARY

(1) We regret to announce the death of the great German Psychologist, Freud, who revolutionised Education by his new theory of Psycho-Analysis.

(2) The death of Sir George Lunn has deprived Great Britain of a noted educationist whose place it will be difficult to fill.

## ANNOUNCEMENTS

### I. Home-School, Bhavnagar.

This school has been recently started in a hilly locality in Bhavnagar. Sjt. Haribhai Trivedi, a noted educationist and psychologist, is solely responsible for its guidance. After his retirement from Shree Dakshinamoorti Vidyarthi Bhavan, where he had experimented on normal as well as sub-normal children, he had a strong desire to make experiments in the psychology of abnormal children. The Home-School provides him with this opportunity. In this new venture even under the limitation of the university examinations and the prescribed syllabuses, Principal Trivedi has decided to conduct experiments in methodology. The curriculum and the examinations shall not stand in his way in view of the fact that the scientific method of teaching practically saves the teachers' labour and the pupil's time. Researches in the psychological working of the child's mind have established a certain standard of measuring the child intelligence and the teachers all over the world now possess the benefit of knowing where their pupils stand with regard to Intelligence. The Home-School aspires to measure the intelligence of children before they are grouped together. The Home School teachers have up till now worked on many problem children and the Principal himself has successfully treated such children and has brought them to normality. They declare that a problem child is only a problem because of his parents and his teachers. The conductors of the Home-School have also realized the necessity of nursery classes, and will work the Montessorie Method which creates an auto-educative atmosphere. The school is situated on a hilly place some four miles away from the city of Bhavnagar where natural surroundings are beautiful and inspiring. It is a residential school and admits children from two years and a half old up till the age of sixteen when they finish the period of their secondary education. Further information may be had from the Principal, Home-School, Hill Drive, Bhavnagar.

### II. Imperial Airways Awards Scholarships.

Messrs. Q. M. Ismail, L. Manilal and D. J. Dastur have been selected for training as First Officers in Indian Trans-Continental Airways. Two scholarships were offered by Imperial Airways Ltd. and one by Sir Homi Mehta and the three men were selected, after advertisement, by a Board of Selection. All are the holders of Indian commercial pilot's licences and are already in England.

The course of instruction in engineering is expected to take about seven months, and the course in navigation about four months. The radio operator's course which may be at the Marconi School will last eight months. Imperial Airways provide the trainees with free passages to and from India. The scholarships carry a subsistence allowance of £250 a year up to two years, and the payment of all instructional fees which will amount to about £120. Imperial Airways will also

insure the pupils for a capital sum of £500. At an appropriate stage in their training Imperial Airways will give each trainee experience of flying on the air routes in Europe. The trainees will act as supernumerary First Officers on the regular air services.

### III. Dairy Training at Bangalore.

A new batch of students will be taken this year at the Imperial Dairy Institute, Bangalore, for its Indian Dairy Diploma Course. The course commences in November and is of two years' duration at the end of which there is a final examination under the supervision of outside examiners and diplomas are granted to successful candidates. Fresh batches of students are taken every alternate year. The course includes technical and practical training in dairy and animal husbandry subjects, management of dairy farms, co-operative milk unions etc. The Institute also arranges for a post-graduate course which lasts for fifteen months and is intended for agricultural and veterinary graduates and for officers working in the allied Government departments who are desirous of obtaining post-graduate and advanced research experience in animal husbandry. Many problems of importance to the dairy industry are investigated by these students under the guidance of the Imperial Dairy Expert and the staff of the Institute.

Short-period-training courses essentially practical in nature, running from one to six months, are also provided at the Institute mainly for the benefit of men in the dairy business who are desirous of obtaining practical training in the up-to-date methods of dairy farming, cattle breeding, processing and manufacture of dairy products, etc. Practical demonstrations in the different dairy operations are also given to batches of Indian soldiers as part of their training for rural reconstruction work. Training courses are also likely to be started for the benefit of officers in co-operative departments and others as the dairy trade is susceptible of organisation on co-operative lines.

For the practical training of the students and scientific demonstrations, a bacteriological and chemical laboratory is attached to the Institute. Studies are made at the laboratory on the modification and standardisation of laboratory tests to suit Indian conditions. The laboratory also undertakes, on behalf of the trade, analyses and tests of samples of dairy products, and isolation and examination of organisms responsible for the changes in the dairy products and preparation of their special cultures such as those used for the manufacture of *dahi*, butter, cheese, etc., which are then distributed to the trade.

### IV. Rebuilding Sind's History.

For the first time inscriptions, numbering 378 bearing upon the Muslim history of Sind, have been collected by the Archaeological Survey of India, in the districts of Karachi, Dadu Larkana, Sukkur, and Hyderabad and when the study is completed of these inscriptions, it is likely that the chronology of Sind's history will have to be re-written. The inscriptions cover the period from 1370 to 1739 A.D., and throw

light on the rule of princes of the Samma dynasty. It is possible that some of the dates given to the princes of this dynasty will have to be revised and put on a correct basis as a result of the discoveries made.

Survival of Hindu influence in their outlook is found in one or two inscriptions of these Samma Kings. Thus, for example, one inscription, which records the dedication of a pavilion to God, also invokes, at the same time, protection in the name of Muhammad, the Prophet of God—quite after the Hindu practice of invoking in the name of a deity.

A special process is used in getting fac-similes of these inscriptions. A particular kind of paper made in Jaunnar near Poona is used for the purpose. It is soaked in water and pressed against the inscriptions till the inscription comes out in relief when the impressions on the paper is inked with a dabber.

Steps have been taken to decipher and edit these inscriptions in proper chronological sequence and a special publication of the Archaeological Department will be devoted to these inscriptions.

#### V. Birth-Place of Bhavabhuti.

Old remains dating back to the early medieval age of a village now identified as the birth-place of Bhavabhuti, the celebrated Sanskrit dramatist and the court poet of Yasovarman, king of Kanauj, in the eighth century A.D., have been brought under protection under the Ancient Monuments Preservation Act. According to his own statement in his dramas, Bhavabhuti was born in a learned Brahmana family of Padmapura in ancient Vidarbha. This Padmapura has now been identified with the village of Padampur, three miles from Amgaon, a station on the main line of the Bengal Nagpur Railway, in the Bhandara district of the Central Provinces.

There are remains of three temples near about Padampur, built of stones of great size and of a very rough and coarse texture, a circumstance that probably accounts for the almost total lack of carved decoration. A large stone lintel, with the figure of Ganesa carved on it, and some massive pillars are all that remain of these temples. There are also some Jaina images in the neighbouring fields. All these remains belong to the early medieval age and have now been brought under protection.

#### VI. When Insects Swallow Wealth.

Nearly Rs. 4,50,000 was lost when a plantation of *Gmelina arborea* intended for pitwood was destroyed by an insect pest at Namtu in the Northern Shan States, Burma. Mainly owing to the damage done by the beetle, a block of 1,600 acres was abandoned in 1934 and another of 1,400 acres in 1936.

The insect *Calopepla leavana* Latr has been causing extensive damage to this tree in Assam, Bengal, Madras, the United Provinces, and Burma and is found from 500 feet above sea level in the foot hills

rising out of the Irrawady plains to about 3,000 feet above sea level at Darjeeling.

Method of control used by the Forest Entomologist in Burma are discussed in an issue of the Indian Forest Records (New Series) entitled "Biology of *Calopepla Leavana Latr.* and the Possibilities of Control," just published from the Forest Research Institute and College, Dehra Dun. The natural enemies of the beetle include a predaceous bug (*Canthecone furcellate*), a Chalcid egg parasite (*Tetracampe* spl) and a pupal parasite (*Brachymeria* sp.).

Investigations suggest that trees should be planted on optimum sites and that the planted area should be divided into small blocks by strips of natural forest. When the beetles enter a plantation in May, the foliage should be poisoned and the insects collected by hand picking. Fifteen lacs of beetles were collected by the latter method in five years.

## VII. Excavations At Sopara.

Excavations carried out at Sopara, Bombay, early this year by the Archaeological Survey of India, have brought to light the remains of a complete brick built Buddhist stupa of the second century A.D. with its drum, 275 feet in circumference and 4' 2" in height, as well as substantial remains of the dome of the stupa now rising 19 feet above the six feet wide terrace around it. Fortunately, the drum of the stupa survives in its entirety and from its circumference of 275 feet, it may be said to be among the largest of its kind yet discovered in Western India.

A coin of Ahmed Shah, the first Sultan of Gujarat (1411—1441 A.D.), discovered in the remains of later structures indicates some temporary settlements of the Muslim period, but on the whole the site was never re-occupied. Excavations have revealed a 12 feet thick enclosure wall round the site, also of the late period, surrounded by a ditch.

Though now a small hamlet, Sopara was a historical city, famous through ages. It was the main emporium of the trade that flowed from the Deccan tableland through the Nana Pass in the Western Ghats and along the Ulhas river now flowing by Kalyan and Bassein, and was to the commercial life of the Peninsular India what Bombay is to-day. The shifting of the channel and the silting up of the harbour must have put an end to the activities of the port and at present Sopara is only a small village.

There is a reference to the place in the Epics as well as in the early Buddhist and Jain legends and also by Greek, Egyptian and Arab geographers. The name, Surparaka, is undoubtedly derived from its situation near an estuary with mountain ranges on either side, giving it the appearance of a *surpa* or winnowing basket.

## VIII. Coaches at Summer Session Demonstrate Six-man Baseball.

Something new in the world of sports was demonstrated in August last at Teachers College, Columbia University, when two six-man teams "played ball" on a triangular field. Stephen Epler, University of

Nebraska, B.B. an assistant in Educational Foundations at Teachers College, who four seasons ago started the six-man football now played by 2,500 schools is the originator of this abbreviated version of both hand and foot ball. *For more details may be secured by writing AMERICAN YOUTH, New Centre Building, Detroit, Michigan.*

#### IX. Farm Groups Active in Training or Education for Democracy.

Farm group enthusiasm responded to the invitation to cooperate with about 1,500 teachers in demonstrations in evolving a program of education for citizenship in democracy during the Congress on Education for Democracy held at Teachers College, Columbia University, on August 15, 16, and 17. A special session, on the afternoon of August 16, was devoted to the existing educational opportunities for rural youth.

#### X. As Others See Us.

*(By the courtesy of the Teachers College, Columbia University, New York City.)*

Philosophers and educators have repeated for centuries that the main purpose of education is to know one's self. A few months ago Pearl Buck, the writer, summarized her best advice in four words: "Live to your height." The most fascinating adventure in study, and the most important, is taking the measure of that height.

Miss Alice Rice Cook has done much distinguished work in the field of personal and vocational guidance. Experience as Dean of a college has convinced her that four things not often found are essential to young people who are leaving school: (1) They must know themselves; (2) they must know how to get along with other people; (3) they must know what goes on in various occupational fields; and (4) they must have definite ideas on how to go about getting a job. Out of recognition of these needs grew Miss Cook's Intern-ship Plan, begun under the auspices of the American Association of University Women, a plan which furnishes young women with exploratory experience under the direction of Self-Appraisal Service, which is used by the guidance departments of various colleges in New York City, including Teachers College, Columbia University, and New York University.

Any person of any age may bring the problem to Miss Cook for practical assistance. She has advised men and women from sixteen to sixty-five. The line of attack takes into full and systematic account three steps necessary in the growth of the individual: (1) appraising one's self; (2) accepting the responsibility for changes which are indicated; and (3) making the changes.

Miss Cook would be the last one to claim that she knows all of the answers to the problems faced by individuals; she considers her service to lie mainly in waking the applicants to realization of their own powers. She opens doors, gives them a push in the right direction, sees them on their way, and then steps quietly out of the picture. It all

adds up to an experience in human happiness, with those who undertake it growing, gaining insight, exploring and discovering new avenues for achieving what they wish to become. And that is probably the reason for all education.

### XI. A Nursery School for Convalescent Children.

*(By the courtesy of Teachers College, Columbia University,  
New York City.)*

Convalescing from illness in the Tower Nursery School at Bellevue Hospital, in New York City, carries with it a many-sided blessing for the small patient. In the first place, a child from two to five years old finds an environment planned solely for his needs, and not one planned for adults into which he happened to intrude. Furnishings of the right size are far above rubies in the sight of the smallest. Chairs and tables here are in miniature, coat hooks are low enough to reach, bathroom fixtures are conveniently small. There is space to wander in, quiet to rest in, and freedom for developing one's own powers. There are plenty of toys—almost anything a toddler could fancy. The room is spacious, gay with color and plants, open to sunlight from three sides walled with windows.

There is a friendly adult, who is not only a graduate nurse and a specialist in the case of sick children, but a teacher trained in the department of nursery school education at Teachers' College, Columbia University. It is her philosophy that little children placed in the right environment will learn naturally by observation, without pressure or heavy-handed guidance.

The Tower Nursery School is a part of the Pediatric Department of Bellevue Hospital. Enrolment runs to fifteen children, who attend for a necessarily indefinite length of time. They are recommended for enrolment by doctors and head nurses. They are escorted to the school room as near nine o'clock as medical attention will permit, and usually stay until three.

The Tower Nursery School has another function quite as important as providing for the children's interests. It is a laboratory where assigned students of pediatric nursing may observe, study and practice child guidance techniques based on facts of child development. The main objective is to increase skill and understanding of the critically ill child who is being nursed back to health and normalcy. Individual students from Bellevue Hospital and from Columbia University's Teachers College may follow a detailed program of study. Staff members and medical students drop in for observation and discussion, and to get the "lowdown" on what experience with little Joey and Susan and Jack is teaching their teachers. Such contributions to child welfare may before too long be reflected all over the country in hospitals, nursery schools, and homes, wherever a child is physically under par and needs special care and understanding.

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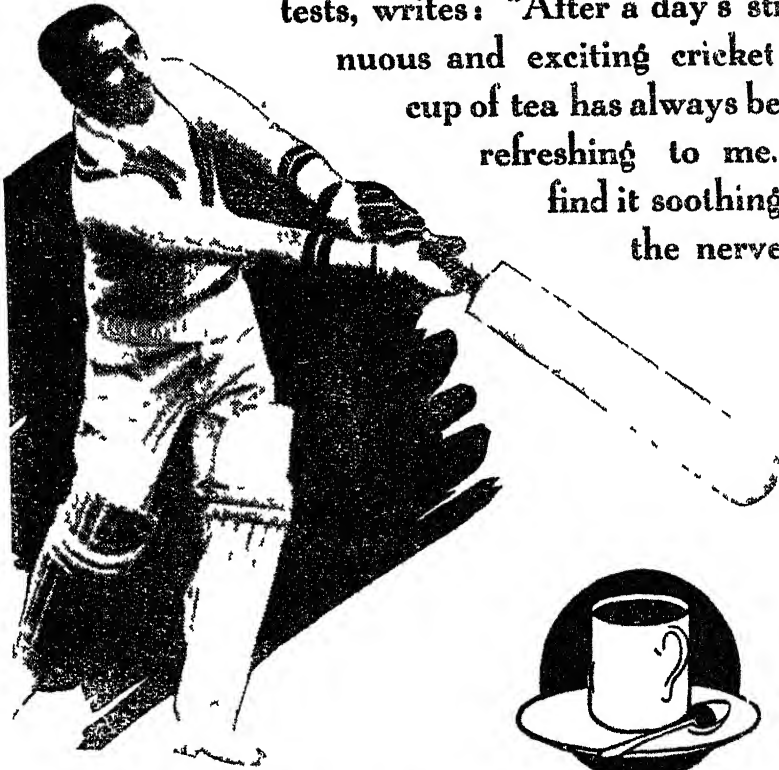
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